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ABSTRACT

AS A RESULT OF CONSIDERABLE STUDY AND CONSIDERATION THE NEED FOR A COMMUNITY COLLEGE SERVING DEKALB, LEE, AND OGLE COUNTIES IN ILLINOIS WAS APPARENT, AND IMMEDIATE ACTION IS RECOMMENDED IN THIS DOCUMENT. A STEADY GROWTH FROM ABOUT 600 STUDENTS THE FIRST YEAR TO ABOUT 2,000 STUDENTS AFTER EIGHT YEARS IS PROJECTED. THE CURRICULUM IS DISCUSSED AND FINANCIAL NEEDS ARE SUMMARIZED. A HISTORY OF THE COMMUNITY IS GIVEN ALONG WITH TABLES OF POPULATION AND SCHOOL ENROLLMENTS. THE ADMINISTRATIVE ORGANIZATION IS TOUCHED UPON. SCHOOL SITE SELECTION GUIDELINES ARE OUTLINED AND THERE IS A DETAILED ANALYSIS OF FINANCIAL RESOURCES. A STATISTICAL SUPPLEMENT CONTAINS THE RESULTS OF SEVERAL QUESTIONNAIRES RELATED TO THE FEASIBILITY OF THE COMMUNITY COLLEGE. (NI)

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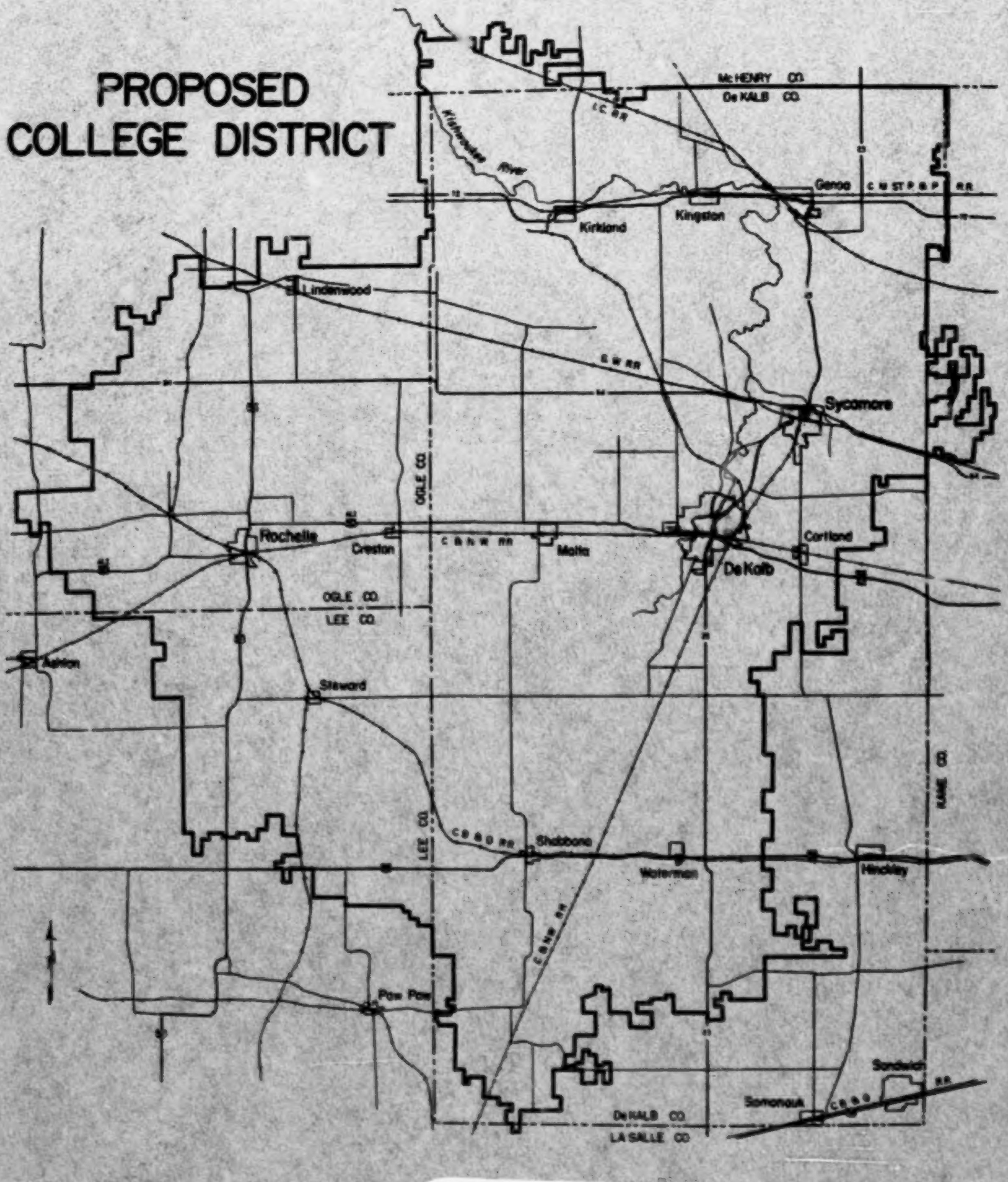
KISHWAUKEE COMMUNITY COLLEGE STUDY



PROPOSED COLLEGE DISTRICT

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Final Report
of the
CITIZENS COMMITTEE
and
NORTHERN ILLINOIS UNIVERSITY

June 1966

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KISHWAUKEE COMMUNITY COLLEGE

JOINT REPORT
OF
COMMUNITY COLLEGE COMMITTEE
AND
NORTHERN ILLINOIS UNIVERSITY

June, 1966

Letter of Transmittal

KISHWAUKEE COMMUNITY COLLEGE COMMITTEE

June 8, 1966

Illinois State Junior College Board
Mr. D. E. Stitzel, De Kalb County Superintendent
Mr. Wilbur Pickering, Ogle County Superintendent
Mr. John Torrens, Lee County Superintendent
Boards of Education of Participating Districts
Citizens and High School Students of the Area

Dear Friends:

The Citizens Committee appointed by local school boards has completed its feasibility study to determine the need for a junior college in this region. The report of the committee and the petition which was prepared at the conclusion of the study are being submitted to the State Junior College Board for review and subsequent action.

The report contains pertinent data on anticipated enrollment and course offerings, building recommendations, financial requirements, and occupational needs. Since the preparation of the report, further evidence has been noted which stresses the need for courses for industrial workers; and, with the lack of space in colleges, the need for the junior college becomes more apparent.

Included in the report are data on eight school districts. Nearby are other districts which plan to annex to the Kishwaukee College district if it is formed, and there is some evidence that other territory may be annexed later. None of the territory included in the petition will detach from the college--or, at least, this appears to be so at the moment.

Nowhere in the State is there more interest in a community college than in this region, and the institution formed will undoubtedly feature agricultural and technical programs to a greater degree than some would anticipate. Survey responses were quite definite in pointing out the areas which should be established, and commercial and technical offerings will be in demand as the institution grows.

It is the hope of the Committee that the report will be carefully studied by the residents in the area so that each will be aware of the project and the promises the college holds for the region. The committee further hopes that the State Board and the Board of Higher Education will approve the formation of the college and that the electorate will approve later in the year when the vote is submitted to them.

To all who assisted in the project, the Committee extends its appreciation.

Sincerely,

Robert Kenega
Chairman

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CHAPTER 1

PROPOSED: THE KISHWAUKEE COMMUNITY COLLEGE

After fifteen months of study and consideration, representatives of eight school districts in DeKalb, Lee and Ogle counties agree that it is possible and desirable to create a community college district comprising their combined area. These districts are: DeKalb, Genoa-Kingston, Hiawatha, Malta, Rochelle, Shabbona, Sycamore, and Waterman. A map of the proposed college district appears herein as Figure 1.

The study made by the committee predicts an opening enrollment of about 400 full-time-equivalent students, rising to 1,300 full-time-equivalent students within the first nine years of existence. It is proposed that the campus, with two building phases, be located somewhere within a five-mile circle centered at Malta. There is available, in the proposed district, an assessed valuation of $277,400,000--nearly four times the legal minimum of $75,000,000.

Visionary leadership is needed for the creation and maintenance of a substantial community college program. The viewpoint that quality is limited to academic fields is a deterrent to developing effective occupational programs. A technical education lay advisory committee, composed of people from agriculture, business, management, trade unions, and education, is recommended to broaden the horizon of the professional staff of the college.

A multi-purpose educational program is proposed for the Kishwaukee Community College, including college parallel offerings, vocational and technical programs, adult education, high school opportunities for mature non-high school graduates, a broad general education curriculum, and special opportunities for gifted high school students.

Recommends Immediate Action

The study concludes with a firm recommendation that the legal steps be taken as soon as possible to provide the voters of the proposed district with an opportunity to vote on the proposition in the fall of this year. By such a vote a district will be created, tax resources of 12½¢ per $100 of assessed valuation providing a rate ample for the foreseeable future will be authorized, and an election for the community college board of education will be assured. The complete report contains population and enrollment statistics, financial data, educational program suggestions, building and site recommendations, industrial and residential desires for the college, legal procedures, and related information necessary for the consideration of those empowered to establish a college district.

Since the first school in this area was established in 1847, the sustained interest in education has been evidenced by growth in school buildings, libraries, and improved educational programs. The variety of industries represented in this area, agriculture and its related businesses, and the well established lines of transportation and communication all tend to increase the emphasis on the educational facilities within this area. In spite of the efforts of the educational institutions and agencies in this immediate geographic area, further effort is needed to meet industry's, agriculture's, and society's needs--not only for today, but also for tomorrow. At present, only limited opportunities are available for those interested in vocational and technological educational programs. There is an increasingly greater demand in this area for personnel with this kind of training.

Projects Steady Growth

Enrollment. The feasibility study presents several methods of projecting the anticipated community college attendance for the next ten years. Based on the school population of the eight school districts participating in this community college study, it is evident there will be a steady growth of enrollment from at least 595 participating students the first year to 2,110 students within eight years. These students would be enrolled for full and part time study in technical, vocational, adult and pre-university courses.

The report of the population committee, given in detail in Chapter 2, makes clear the present need for the proposed Kishwaukee Community College and predicts critical needs in the near future.

Curriculum. A community college functions to serve the people in its area. Therefore, the program or curriculum offered by the Kishwaukee Community College should have suitable variety and flexibility to meet the educational needs of the people in the community. As a result of surveys made of interested students and personnel managers in the industries of the area, the following programs are recommended:

a. Vocational and technical programs
b. Two-year college parallel programs
c. An adult education program
d. A deficiency program for non-high school graduates
e. A broad general education program
f. A program for gifted students

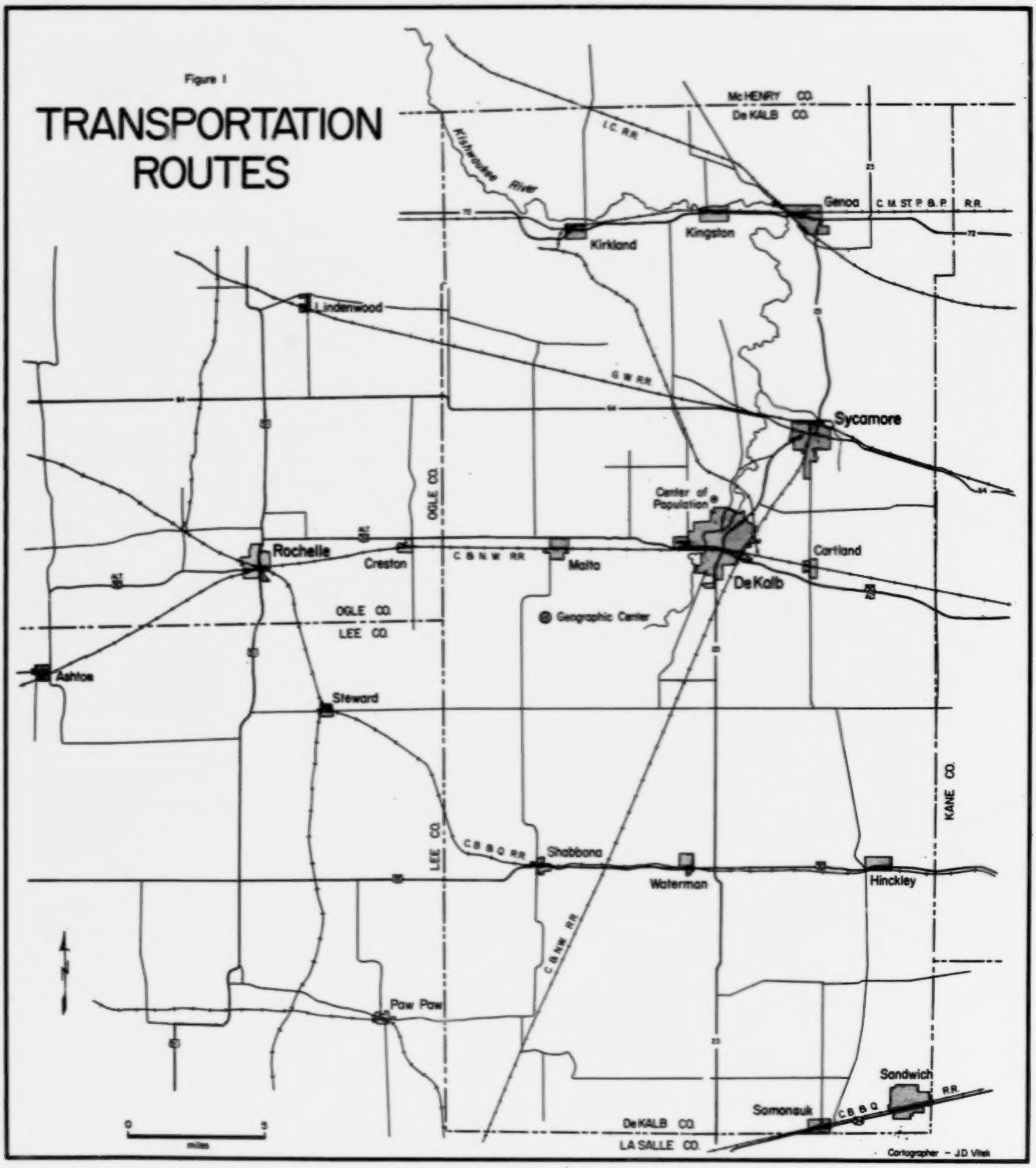


Figure 1

TRANSPORTATION ROUTES

It is anticipated that more than half of the prospective student body will enroll in the college-parallel program. College guidance personnel will help these students to design an academic program to meet additional college requirements as well as to develop the capacities of individuals in terms of individual and societal needs. Diagnostic procedures will aid in determining immediate and long range individual goals in terms of abilities, aptitudes, and interests.

Additional Important Areas

Equally important will be the technical and semi-professional programs to meet manpower needs in business, technical, and health occupations.

Courses. Courses related to Business could include offerings in accounting, agri-business, secretarial, business management, merchandising, and sales. Included in the technical areas would be specialization in demands for skills in industry, electronics and automotive technologies, and industrial drafting. Pre-nursing, home-management, cosmetology and x-ray technician training might comprise the area of health occupations.

It is recommended that a two-year, general education course be made available to those individuals in the community who desire education beyond high school but are not interested in vocational courses or the college parallel courses. Graduates of this two-year program would qualify for the Associate Degree.

Adult or continuing education opportunities should be provided by the community college. Those eager to improve skills and learn new skills to increase job efficiency would have these opportunities through their community college programs. For those who did not graduate from high school, the adult education division should provide a program through which these individuals could make up their educational deficiencies.

The multi-purpose community college is designed to meet the needs of all individuals within the college district who wish to use the college to the maximum advantage. The community college is an educational institution designed to offer something to anyone or everyone who wishes to involve himself in increasing his skills, aptitudes and knowledge.

Activities. In addition to the regular curriculum program, the Community College should institute a program of student activities which will include clubs, drama, journalism, music, sports, and student councils. Support for social and creative activities and groups should be given.

Library. The heart of any educational institution is the library. Adequate materials are required to sustain the variety of educational programs recommended and to maintain the effective flexibility of such an institution. It is recommended that the community college adhere to the standards established by the American Library Association.

Staff. The teaching personnel of the community college should be vitally interested in the students and the subject matter. The regular staff will be able to qualify for the Illinois Junior College Teachers Certificate. This regular staff will be supplemented by local, informed and skilled individuals who are willing to take part in community college instructional programs.

Site. No effort was made to determine availability and price for any particular site. But, it was discovered that the price of land in the area varies from $600 to $1,500 an acre, depending upon variables that are usually more agricultural than educational. It is possible, therefore, that land rejected for farm use may be attractive both in topography and price to a community college.

The Committee believes that, although the building program might be phased, this does not seem to be desirable procedure for land acquisition. In the normal expansion of the general economy, land can be expected to be more costly in the years ahead; this factor would be greatly multiplied by the knowledge that it needs the land. It is, therefore, recommended that a site of 120-160 acres be purchased at the earliest possible date by the duly constituted authorities.

Campus. Early in the planning of the college, attention will be given to the building program. Included in the buildings that have been advocated are the administration building, a general classroom and library structure, a vocational or technical classroom and shop building, a physical education center, and a student services building.

As the college gets underway and a definite pattern appears, a more precise schedule or long-range plan should be adopted.

School Organization To Grow

Only the broad outlines of college organization are sketched in the present report. The exact formation should be the creation of the governing board and its appointed college president. At the outset, personnel would be limited to four in administrative positions: President, Dean of the College, Dean of Students, and Business Manager. In addition, there will be a faculty of twenty to twenty-five instructors with some serving in counseling roles as well.

At the earliest possible moment, guidance should receive full consideration, and the expanding staff should include two counselors. Within six years, the growth should reach eight administrators, five counselors, and between 85 and 90 teachers.

The Board of Education will consist of seven members as prescribed by state law. Representation will be balanced between incorporated and unincorporated areas; in addition, care should be taken to balance it among the several population centers. A lay advisory committee has already been mentioned and is discussed in detail in the chapter on curriculum.

Cost. One of the most important aspects of the Kishwaukee Community College feasibility study was to determine the cost of establishing and developing the kind of educational program needed by the district. The Finance committee based its projected figures on the reports of the Kishwaukee Community College Population Committee, the Curriculum Committee, the Buildings and Site Committee, and the results received from thirty-three similar institutions' responses to a questionnaire. This financial survey was primarily interested in tuition costs, tax levies, and capital improvement costs of community colleges.

Agreement on Financial Needs

After ascertaining that the proposed Kishwaukee Community College qualifies for legal requirements as prescribed by Illinois State Law, after noting the steady rate of growth reflected in the assessed valuation of the proposed district as well as anticipating the continued rapid growth of the area, after comparing costs of individuals attending different kinds of schools, after estimating building costs and interest payments for the proposed Kishwaukee Community College, and after examining the proposed operating budget for this college, the Finance Committee agreed that:

1. The assessed valuation of real estate at present and in the foreseeable future is and will be adequate to support a community junior college well within statutory limits.

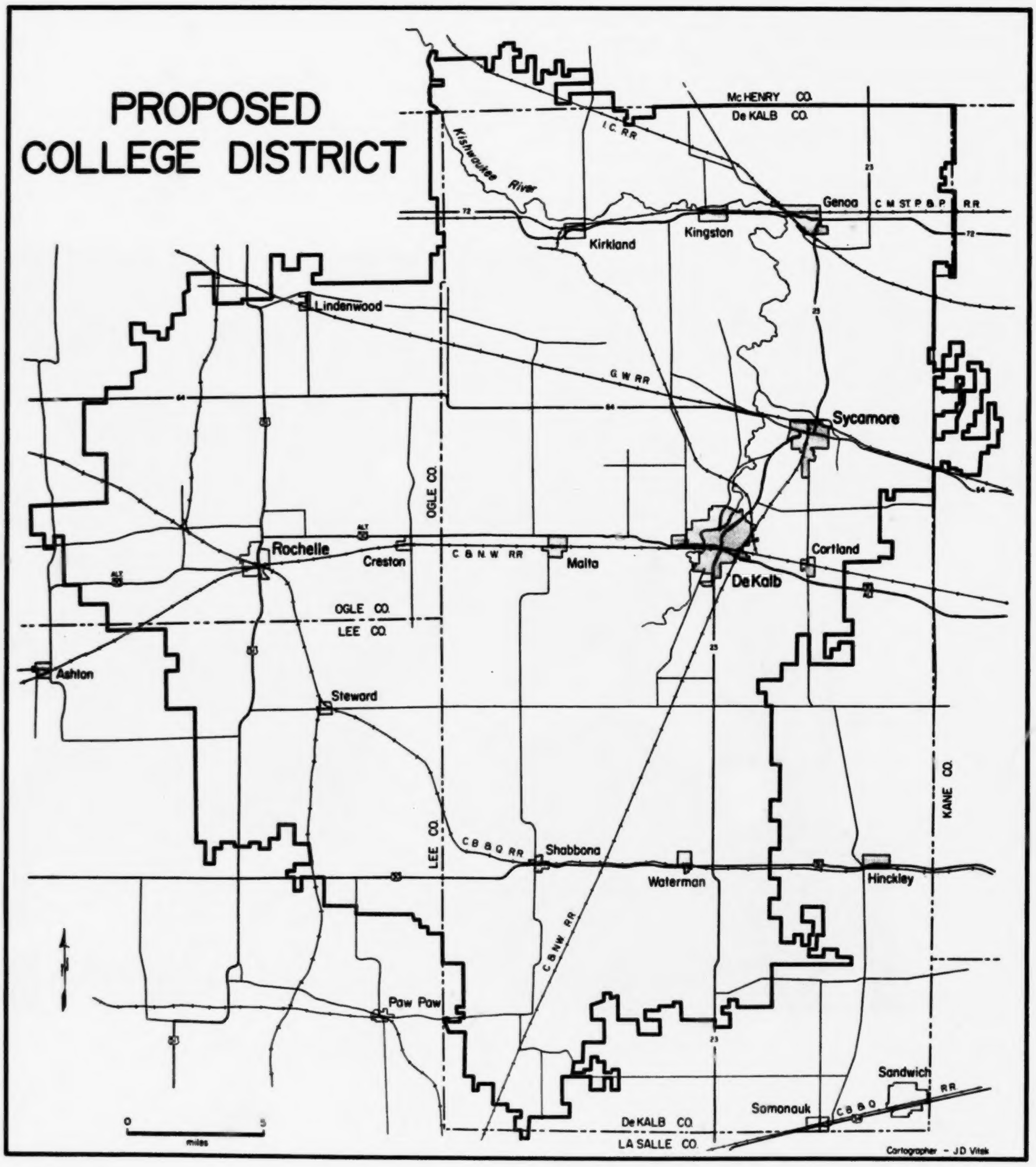
2. The total annual cost of a community junior college to the local taxpayer will range from approximately 12¢ to 19¢ per $100 of assessed valuation in its early years of operations. This is based on an estimated tax rate of 8¢ to 12¢ for education and 4¢ to 6½¢ for debt service requirements.

3. The maximum tax rates set forth in the election creating the college will be 10¢ for the Educational Fund and 2½¢ for the Building Fund. No amount has been stipulated initially for bonding purposes.

Supported by Report

This chapter has attempted to present in capsule form the gist of the feasibility study and emphasize the recommendations adopted by the Kishwaukee Community College Survey Committee. The succeeding chapters give, in greater detail, the findings and considerations of the entire group.

In fairness to the study group and in warning to those who fail to grasp the magnitude of this undertaking, it should be pointed out, in conclusion, that the findings of this report are, at best, preliminary and tentative. The actions and decisions of those finally charged with the actual creation of the college may be at variance with these early suggestions without in any way indicating deficiencies in the present study. In any event, the feasibility study will provide data and guidelines that should prove valuable to the Board and Staff of the new college.



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CHAPTER 2

COMMUNITY HISTORY AND POPULATION

Background Historical Data about the Area

Peter Lamois, a French-Canadian, was the first white person to locate in Sycamore Township. He settled just north of the Kishwaukee River in 1834. In 1836, the Rufus Coltons established their roots west of Sycamore and soon had a store, post-office, and inn in that area. It is interesting to note that Squaw Grove and Somonauk preceded Sycamore as settlements. Sycamore was laid out north of the present site and across the river, and was called Orange until 1839. DeKalb, known originally as Buena Vista, had only 29 residents in 1850, but it grew rapidly and was incorporated as a city in 1877.

The Village of Malta was named Milton; later it was named Etna; and finally it became Malta. Other communities in the area had exciting beginnings, but detailed histories are not included for them.

The first court in this area was established in 1808 in the home of Rufus Colton; the following year the first courthouse was built. In 1815, a new courthouse was built in the square where the present courthouse in Sycamore now stands; the existing building was built in 1903.

The four-horse stage coach between Sycamore and St. Charles was owned by Timothy Wells and Charles Waterman. The stage line was used from 1840 until better transportation came to the area. In 1854, the Northwestern Railroad had been built as far west as Dixon, and Malta became a shipping point on that line. In 1876, with stations at Genoa, Kingston, and Kirkland, the Chicago, Milwaukee, and St. Paul built through the north end of the county. In 1887, the Chicago and Great Western and the Illinois Central Railroads came through the county.

A post-office was established in Malta in 1856, the same year that the county jail was built in Sycamore. The first newspaper in the area, The Republican Sentinel, was started in 1854; it has been published under different names but without interruption since. Thirty-seven newspapers have operated in the area at various times since 1854.

Lincoln Highway was paved in 1920, and in 1924 work started on the present Illinois State Highway 23; this north-south highway started a mile east of Leland, passed through Waterman, DeKalb, Sycamore, Genoa, and extended on to the County Line. Highway 64 was built as far as Sycamore in 1931; later it was extended westward.

An early industry in the area was the flour mill for the milling of flour for cereals; this was established in Malta. In 1857, the mill burned to the ground, but it was rebuilt soon after. The elevators were established to store grain, and soon the grain business prospered so well that Malta was the best grain market in the county. The Village of Malta was incorporated in 1869, and that same year the City of Sycamore was incorporated.

The first church to be organized in the area was established in 1836. The first bank was established in Sycamore in 1867.

The first county Farm Bureau in the state was established in DeKalb County; and DeKalb Agricultural Association was founded in 1912, the first commercial production of DeKalb hybrid seed corn occurring in 1934. The company built large seed handling plants in several areas and increased the volume as rapidly as possible. The first two plants were built at Esmond and Waterman. At present, there are twenty plants in eight states and Canada.

The first school in the area was built in Somonauk Township in 1837. Between 1850 and 1861, four schools were built in DeKalb. Other schools were established in Shabbona (1876), Malta (1857), Squaw Grove (1842), Sycamore (1859), Genoa (1838), Waterman (1865), and Rochelle (1854).

Libraries in the area were established in Waterman in 1902, in Malta in 1920, in Shabbona in 1939, in DeKalb in 1893, in Sycamore in 1891, in Genoa in 1922, in Kirkland in 1908, and in Rochelle in 1890.

Several industries have established their roots and have developed in this area. Anaconda Wire and Cable moved from Chicago to Sycamore in 1890. Leich Electric, now Automatic Electric, started in Genoa in 1907. Argos Products was formed in 1949, and Falls Products moved into Genoa in 1946. Tuttle Electric Products and LaCroix Optical are industries located in Kirkland. Barber-Greene Company began in this area in 1957. American Steel and Wire started in DeKalb in 1930. The Joseph Brody Company has operated under present management since 1941. The C. W. Smith Company was established in Waterman in 1950. The Malta Screw Machine Products started in 1947. The Wurlitzer Company began in DeKalb in 1856. General Electric began operating in DeKalb in 1946. Ideal Industries and Diamond Wire came to Sycamore in 1924 and 1946, respectively. Nehring Electrical Works began in 1916. Kauffman turkeys have been raised in Waterman since 1933. Swift and Company recently moved into Rochelle; and The Carron Spinning Company, Illinois Yarn Company, and Rochelle Asparagus Company have made significant contributions in the Rochelle area. Canning operations began with the establishment of California Packing plants in 1926 in Rochelle and DeKalb and the Sycamore Preserve Works in 1882.

Other industries in the area are the Richardson Company, Deco Porcelain, Leggett and Platt, Turner Corporation, Holub Industries, Newquist Foundry, DeKalb Forge, DeKalb Commercial Body, Greenlee Tool, and Univac. Many more basic industries operate within the proposed community college area. It is impossible to list all of them, so a summary of businesses appears, by category in the following paragraphs. Even then, not all businesses and industries have been listed, but these give some indication of the industrial wealth in the several participating communities. Serving the area are 9 newspapers, 13 banks and savings and loan associations, 58 beauty shops, 12 department stores, 19 appliance repair shops, 42 garages, 34 grocery stores, 10 floral shops, 13 laundries, 15 hotels and motels, 22 common carriers, 38 plumbing and heating dealers, 17 printing companies, 61 real estate firms, 77 insurance agents, 81 restaurants, 87 service stations, 8 dairies, 6 machine shops, 18 lumber yards, 4 cabinet makers, and 110 agricultural firms. In addition to these, there are 43 general contractors in the area, and several specialized firms are working in the construction business--electrical contractors, masonite contractors, remodeling contractors, steel-erection contractors, excavation firms, concrete pavers, roofers, painters, paper hangers, and sheet metal firms.

The agri-business companies represent farm equipment dealers, suppliers, feed stores, fertilizer companies, elevators, buyers, and feeding outlets.

Three hospitals are located in the area. In addition to these, seven medical clinics, a medical laboratory, a dental laboratory, and nine nursing homes are serving the several communities. Practicing physicians number 40; there are 12 optometrists, 28 dentists, and 10 veterinarians serving these communities. Thirty-eight attorneys practice in the area.

Many labor unions have offices in this area. The names of these unions have not been listed here.

There are 47 churches in the area, and six of these operate parochial schools. The eight public school districts contained in the survey operate 32 attendance centers or schools.

The Greyhound Bus Company provides bus service along with the Peoria-Rockford Bus Company, for the various communities, and five major railroads serve the area with freight and passenger service: Chicago Burlington and Quincy; Chicago Great

Western; Chicago, Milwaukee and St. Paul, and Pacific; Chicago and Northwestern; and Illinois Central.

A major university, Northern Illinois University, is located within the proposed college district; enrollment at that institution will exceed 15,000 students next year. Junior colleges surround the area; Rock Valley College, Elgin Community College, Sauk Valley College, LaSalle-Oglesby-Peru Community College, and the proposed Kane-Kendall County Community College, border the territory contained in the proposed college. Two small vocational schools--the Vocational Education School in DeKalb, and the Manpower Development Training in Sycamore--provide some vocational training for the area. Opportunity House in Sycamore provides vocational training for the handicapped. The DeKalb School of Beauty Culture is located within the district, and there are two beauty culture schools in Rockford, one in Elgin, and one in Aurora. There are no business or engineering schools within the proposed college district, but the International Business Machines course in Aurora and the Rockford School of Business and Engineering in Rockford are nearby.

Limited activities exist for those interested in vocational and technological training and in terminal educational programs, since there are few vocational schools in the area and since Northern Illinois University is geared along other lines; it should be noted that enrollment at Northern Illinois University is now limited to high school graduates in the upper 50 per cent of their graduating class, and other private and state universities are finding it increasingly necessary to limit enrollment.

For much of the history and factual information in the report, the committee is indebted to the DeKalb County Board of Supervisors for their excellent history, From Oxen to Jets.

Population. A majority of DeKalb county and portions of Lee and Ogle counties are included in the proposed Community College District. From 1,697 residents in 1840, DeKalb County grew to 51,247 in 1960. The population of the combined area proposed for the college was 60,030 in 1960. The growth of the three counties is shown in Tables 2-1, 2-2, and 2-3. It should be noted that the increase of population in DeKalb County from 1930 to 1960 was 58 per cent; in Lee County, the increase for the same period was 20 per cent; and in Ogle County, the increase for the thirty-year period was 35 per cent.

From the examination of population statistics and a study of industrial and residential growth in the areas to be served by the college, the Finance and Population committees (in a joint session) estimated that growth in the area would increase 35 per cent during the next ten years; with over 60,000 residents in the area now and the projection for the future, the conjecture is that the population in this community college district should exceed 80,000 in 1975. School population in the participating districts is illustrated in Table 2-4.

Industrial Development. From the list of firms and businesses already presented, it is evident that a number of industries will continue to operate in this area, and the region should attract more industry in the future. A distribution of employment in the three counties is shown in Table 2-5 for 1940, 1950, and 1960; these composite figures were taken from the United States Census of Population.

From the survey that was made by the survey committee of agricultural, business, and industrial firms, it is apparent that considerable interest exists for industrial training programs--programs that certainly could be developed by a community college. As the new college gets underway, advisory councils should be formed to help the college pattern its technical and vocational programs. The potential in this area is difficult to determine at this point, but it is anticipated that many courses and many programs will be offered in technical education as the college programs unfold. It is also anticipated that the college will assume most of the adult education programs that are currently being conducted in high schools of the region.

Transportation. It has already been noted that public transportation is available in the area. A study of the map of the area indicates that there are several major highways serving the college district; and there are a number of well-maintained county roads that will also be available to commuters. The map also notes the geographic center of the district; if all districts included in the study participate in forming a community college, the geographic center will be located five miles west of DeKalb and three miles south of Alternate 30. If Shabbona and Waterman and other communities in the south are not included in the eventual formation of the college district, the geographic center will be three miles west and two miles north of DeKalb--approximately on Annie Glidden road at a point two miles north. Also shown on the map, is the population center of the district; this, it can be noted, is a point just north of DeKalb. It would seem that students commuting to a community junior college in this area would have little difficulty if the college is located near the geographic or population centers.

History of the Junior College Project

Organization for the Survey. The idea of having a junior college in this area came as a result of discussions by the Citizens Advisory Council of the DeKalb School District and other meetings within the county which were held early in 1965. The first meeting to explore the proposition was held at DeKalb

TABLE 2-1

POPULATION OF DEKALB COUNTY

Township	1930	1940	1950	1960
Afton	633	578	591	615
Clinton	1,179	1,222	1,378	1,508
Cortland	1,078	1,191	1,667	2,403
DeKalb	9,927	11,146	14,381	20,659
Franklin	1,210	1,266	1,418	1,673
Genoa	1,762	1,885	2,248	2,992
Kingston	868	872	993	1,186
Malta	966	1,031	1,074	1,383
Mayfield	655	682	648	682
Milan	593	553	494	522
Paw Paw	620	563	597	573
Pierce	636	599	578	633
Sandwich	2,913	2,898	3,404	4,287
Shabbona	1,325	1,291	1,372	1,345
Somonauk	966	939	1,077	1,273
South Grove	675	644	598	592
Squaw Grove	1,331	1,338	1,440	1,581
Sycamore	4,741	5,167	6,275	7,328
Victor	566	523	438	479
Totals	32,644	34,388	40,781	51,714

TABLE 2-2

POPULATION OF LEE COUNTY

Township	1930	1940	1950	1960
Alto	693	683	640	674
Amboy	2,681	2,697	2,770	2,784
Ashton	1,110	1,164	1,172	1,300
Bradford	543	531	521	485
Brooklyn	1,088	1,015	1,012	932
China	1,123	1,101	1,266	1,247
Dixon	14,920	17,285	19,280	21,380
East Grove	505	484	440	398
Hamilton	396	388	379	361
Harmon	814	771	724	690
Lee Center	753	834	736	681
Marion	625	609	411	419
May	481	500	416	410
Nachusa	691	638	660	573
Nelson	619	651	628	624
Palmyra	840	887	870	1,202
Reynolds	532	510	421	404
South Dixon	750	887	1,170	1,165
Sublette	868	834	763	802
Viola	473	445	459	401
Willow Creek	725	654	619	593
Wyoming	1,099	1,036	1,094	1,224
Totals	32,329	34,604	36,451	38,749

TABLE 2-3

POPULATION OF OGLE COUNTY

Township	1930	1940	1950	1960
Brookville	405	418	371	375
Buffalo	2,600	2,759	3,008	3,250
Bryon	1,566	1,723	1,948	2,415
Dement	852	792	813	887
Eagle Point	448	399	461	397
Flagg	4,523	4,856	6,342	8,193
Forreston	1,798	1,822	1,894	1,978
Grand Detour	338	390	540	606
Lafayette	286	306	281	277
Leaf River	1,060	1,132	1,187	1,315
Lincoln	726	764	737	706
Lynnville	600	583	562	628
Marion	994	1,024	1,122	1,442
Maryland	766	752	733	739
Monroe	787	761	863	1,028
Mt. Morris	2,669	3,094	3,512	3,941
Nashua	313	323	379	375
Oregon	2,900	3,510	4,211	4,728
Pine Creek	801	789	741	770
Pine Rock	804	817	824	860
Rockvale	586	608	601	903
Scott	889	846	865	931
Taylor	250	247	240	205
White Rock	742	744	821	781
Woosung	415	410	373	376
Totals	28,118	29,869	33,429	38,106

TABLE 2-4

SCHOOL ENROLLMENT (ELEMENTARY AND SECONDARY) 1965-1966

District	Number	Elementary	High School	Total
Waterman	431	409	172	581
Shabbona	425	524	202	726
Malta	185 & 419	360	104	464
Genoa-Kingston	424	938	364	1,302
Hiawatha	426	554	208	762
Rochelle	212 & 231	1,666	903	2,569
Sycamore	427	1,723	748	2,471
DeKalb	428	2,870	1,194	4,064
Totals		9,044	3,895	12,939

TABLE 2-5

DISTRIBUTION OF EMPLOYMENT, DEKALB, LEE, AND OGLE COUNTIES*

Industry Group	Number of Persons Employed 1940	1950	1960
Agriculture	11,477	10,066	8,506
Construction	1,522	2,246	2,548
Manufacturing	5,246	10,743	14,306
Mining	103	75	122
Services	9,774	9,450	13,793
Transportation and Communication	1,760	1,796	1,716
Wholesale and Retail Trade	4,009	6,075	6,393
Other	567	817	1,046
Totals	34,458	41,268	48,430

*Source: U. S. Census of Population.

Junior High School in February 1965. There were more than fifty persons in attendance at the first meeting, and the basic components of the proposal were discussed. Since there was an indication of interest, it was agreed that the group should continue to meet, and subsequent meetings were held in Shabbona, Malta, and Kirkland before it was decided that a steering committee was to be formed.

On October 20, 1965, the steering committee met at Malta, and it was announced that the Kishwaukee Community College Steering Committee was duly incorporated by the State of Illinois with the following school districts indicating a desire to move ahead with the project: DeKalb, Sycamore, Genoa, Hiawatha, Malta, Rochelle, Shabbona, and Waterman. A map of the participating districts appears herein as Figure 2. The next meeting was held on November 3, 1965, and at that meeting various estimates were presented for operating and building a college. At that meeting, it was also decided to expand membership of the study committee, with additional representatives selected from each of the eight school districts. It was also learned that the State Office of Vocational Education would assist with the survey. On November 30, 1965, at Malta, Mr. Gerald Smith, Executive Director of the State Junior College Board, outlined the history of the junior college plan and informed the group of proper procedures to be followed in the establishment of the junior college in this area.

At a meeting of the entire committee on December 15, 1965, the study procedure was outlined and the project was underway. Plans for the creation of a foundation to assist with the operational cost of the new college were also formulated at that meeting. Since that time, committees have been at work studying the several possibilities for college instruction in the region, and the study conducted by the group has resulted in the publication of this report. The report contains population and enrollment statistics, financial data, educational program suggestions, building and site recommendations, industrial and residential desires for the college, legal procedures, and related information necessary for the consideration of those empowered to establish a college district. If the project becomes a reality instead of a dream, it is anticipated that a public relations program to acquaint residents of the area with the proposal will be conducted during the summer and fall of 1966, with a vote of the citizenry being taken late in 1966 or early in 1967. If the citizens of the area mandate the organization of a college, the college board will be elected and plans undertaken for the opening of the institution in September, 1967.

Population and Enrollment

Projecting Enrollment. Several ways of projecting enrollments are available to the surveyor. Estimates of residential

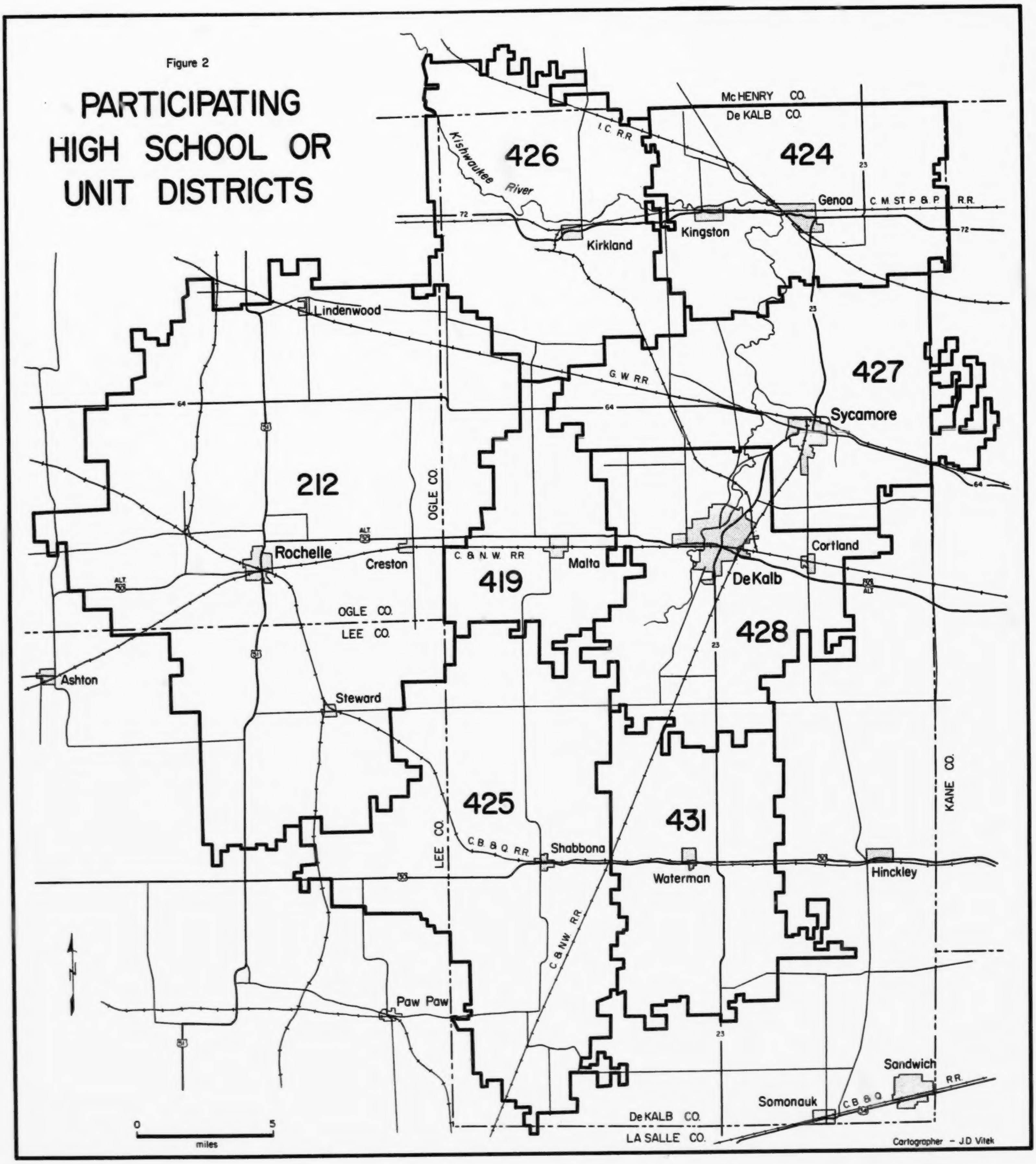

Figure 2

PARTICIPATING HIGH SCHOOL OR UNIT DISTRICTS and industrial development, retention ratios, or survival ratios of students, management development techniques used by industrial concerns--all are accepted techniques for estimating school enrollments of the future. Projections of two-year colleges are more difficult, since an established history of enrollments has not yet been determined because of the newness of the institution. However, there are formulas in existence which seem to be effective and reliable.

The formula developed in Florida indicates that there will be a ratio of one junior college student for every three high school students enrolled in grades ten, eleven, and twelve. In Washington and Illinois, it has also been noted that the ratio between junior college and high school students is 16.4 per cent; this means that the college enrollment will be approximately 16 per cent of the high school enrollment in grades 9-12 for any given year. With the increase in college attendance and the cut-offs that have resulted in the State of Illinois, this ratio should be increased to 20 or 25 per cent.

A Michigan formula notes relationship between high school graduates and college enrollment. That formula assumes that at least one-fifth to one-third of the high school graduates within a region will commute to a community college. Because of the current situation in Illinois, a 30 to 35 per cent ratio should probably be used if the Michigan formula is adopted.

A California formula indicates that junior colleges should enroll 43 per cent of the graduates from county high schools, figured on the two preceding years. Inasmuch as California and Illinois situations are quite different, this formula has not been used in the projections for the Kishwaukee Community College.

Another formula for projecting college enrollments is that of using the general population of the area to predict the student body. Under this plan, it is concluded that twenty students will enroll in the college for every 1,000 people in the area. This would mean that the college enrollment in the Kishwaukee Community College would exceed 1,000 students in 1968, with an enrollment of or in excess of 1,300 students in 1974.

It must be kept in mind that all projections of enrollment, in the final analysis, are "guestimates." While the projections are indicative and helpful, they should be checked each year to determine if actual enrollments are running ahead of or are falling behind projected figures. In this way, they can be quite helpful. Three methods have been used by the population committee for estimating future enrollments of the Kishwaukee College. These are described below:

Method 1: Using the last method illustrated, that of assuming a ratio between student enrollment and total population, it is estimated that, for the 1967-1968 school year, there would be 1,015 full-time equivalent students enrolled in the college. In 1975-1976, the full-time equivalent would be 1,370 students.

Method 2: Using the ratio between high school and college enrollments, and using 25 per cent rather than the 16.4 or 30 per cent figures discussed earlier, it has been estimated that in 1967-1968 the full-time equivalent enrollment for this college will be 495 students; this is the first year of operation, and in that year only the seniors of the year before will attend college. The following year, the college will be in full swing with two classes rather than one, and under this method it is anticipated that the enrollment in 1968-1969 will be 1,015 students. A few years later, during the 1971-1972 school year, the enrollment will reach 1,120 students if this method of calculation is correct. In 1975-1976, the projection is 1,200 students. The same projection would be reached under this method if the 20 per cent ratio were used for five years and the ratio increased to 25 or 30 per cent thereafter.

Method 3: This is the most complicated of the methods used to project college enrollments. Under this plan, the committee has assumed that 36 to 45 per cent of high school graduates will enter the community college. In 1967-1968, the full-time equivalent enrollment will be 400, with the full-time equivalent enrollment the second year (the year in which the college is in full operation) reaching 685. During the fifth year, 1971-1972, the full-time equivalent enrollment will be 840, and in 1975-1976 the college will enroll 1,315 full-time equivalent students.

Glancing rapidly at the enrollments obtained from the several methods described, it is apparent that full-time equivalent enrollment during the second year of the college will be approximately 700 students; five years later, enrollment will approximate 1,000 students, and in the ninth year of operation the full-time equivalent enrollment is shown to be over 1,300 students.

It should be mentioned too, that in projecting enrollments for the college, elementary and secondary school enrollments for the past ten years have been used. Past and present enrollments for each of the districts were computed and compared with the composite enrollment, by grades, for the area. The combined enrollment story, both past and future, is shown in Table 2-6; it

TABLE 2-6

KISHWAUKEE COMMUNITY COLLEGE ENROLLMENT
(Actual and Projected)

Year	Kinder-garten	Grades 1	2	3	4	5	6	7	8	9	10	11	12	Total 9-12
1956	691	979	943	911	948	816	729	767	751	791	634	605	479	2509
1957	699	1031	950	954	900	960	829	753	781	836	743	590	560	2729
1958	717	1057	979	946	927	906	942	793	702	775	785	724	538	2822
1959	767	1045	1005	948	920	945	893	904	786	735	791	756	652	2934
1960	835	1068	1000	992	923	919	909	880	881	834	792	739	680	3045
1961	*853	1164	1064	973	1033	934	933	916	872	962	879	741	794	3376
1962	**636	1137	1150	1035	978	1004	945	957	923	910	1041	834	660	3445
1963	885	1162	1104	1140	1041	981	1020	935	938	1005	961	970	765	3701
1964	846	1197	1138	1097	1117	1038	988	996	922	1006	1033	912	925	3876
		1.42	.97	.99	.99	1.00	1.01	.99	.99	1.06	1.03	.95	.93	
1965	870	1201	1161	1127	1086	1117	1048	978	986	977	1036	981	848	3842
1966	885	1235	1165	1149	1116	1086	1128	1038	968	1045	1006	984	912	3947
1967	900	1257	1198	1153	1138	1116	1097	1117	1028	1026	1076	956	915	3973
1968		1278	1219	1186	1141	1138	1127	1086	1106	1090	1057	1022	889	4058
1969				1207	1174	1141	1149	1116	1075	1172	1123	1004	950	4249
1970					1195	1174	1152	1138	1105	1140	1207	1067	934	4348
1971						1195	1186	1140	1127	1171	1174	1147	992	4484
1972							1207	1174	1129	1195	1206	1115	1067	4583
1973								1195	1162	1197	1231	1146	1037	4611
1974									1183	1232	1233	1169	1066	4700
1975										1264	1269	1171	1087	4791

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*Estimate for District 427.

**No Kindergarten for District 427.

should be noted therein that present high school enrollment is 3,842 students; this is projected to increase to nearly 4,800 students in 1975-1976--a 25 per cent increase in ten years. Table 2-7 summarizes the committee's deliberations and presents the complete college enrollment summary. This table should be analyzed in considerable detail as it pulls together and summarizes all of the points and data that have been described in the chapter.

Kishwaukee College Enrollment. Table 2-7 is divided into four general categories, but enrollments basically are shown for full-time and part-time students. Full-time students are those who will be earning at least 12 hours of credit in the college, while part-time are those who will be taking one or two courses in daytime or evening programs at the school. The full-time projections have been divided into (1) college preparatory and (2) agricultural, business, vocational, and technical curricula; enrollments in the two programs are shown in columns 2 and 3 with a total full-time enrollment being indicated in column 8. The committee estimates that 335 full-time students, 36 per cent of the high school graduates of the previous year, will attend the college during its first year of operation. During the first year, it is assumed that vocational and technical offerings will be limited and that no adult education programs will be offered. During the second year, however, adult and vocational programs are expected to increase, and 60 per cent of the enrollees are expected to remain the second year. It has also been assumed that those enrolled in vocational and technical programs will constitute 25 per cent of the student body for the first two years, increasing to 30 per cent the next three years and 35 per cent thereafter. It may be that this ratio eventually will reach 50 per cent; this should be expected. From the table, it can be noted that the first year's enrollment of 335 is expected to increase to 590 during the fifth year and to 760 students in 1975-1976.

The figures just presented constitute only the full-time enrollments. Many students will attend Kishwaukee College on a part-time basis; some will be working on a college program, but most will be interested in adult education credit or vocational, business, technical, agricultural, or industrial retraining programs. If the college assumes the adult education chore for the area, this program will grow to a considerable extent. With the establishment of advisory committees and industrial retraining programs, vocational and technical programs should expand very rapidly during the ten-year period that lies ahead; it will expand even faster thereafter. Reference to Table 2-7 shows a slight annual increase for the college preparatory students who will be attending on a part-time basis, and other figures are increasing according to the following plan. During the first two years it is anticipated that the college students will take two courses each, while students enrolled in the adult, vocational, technical programs will enroll for one course. In 1970-1971, the vocational and technical programs

TABLE 2-7

KISHWAUKEE COLLEGE ENROLLMENT PROJECTIONS

	Full-Time		Part-Time				Total			
Year	College Prep	Other*	College Prep	Other*	Adult Credit	Adult Non-Credit	Full-time	Part-time	Grand Total	Full-time Equivalent Enrollment
1967-68	270	65	60	110	90		335	260	595	400
1968-69	405	135	125	200	175	100	540	600	1140	685
1969-70	385	165	125	200	175	100	550	600	1150	695
1970-71	400	170	150	300	200	150	570	800	1370	820
1971-72	410	180	150	300	200	150	590	800	1390	840
1972-73	415	225	175	375	225	300	640	1075	1715	975
1973-74	440	240	175	375	225	350	680	1125	1805	1050
1974-75	450	250	175	450	250	400	700	1275	1975	1205
1975-76	495	265	175	500	250	500	760	1425	2185	1315

*Agricultural, Business, Vocational, Technical, and Industrial Retraining.

should increase in intensity with students in those programs taking two courses; at that time, adults in the credit or non-credit programs will be taking one course and the college students two courses. In 1972, it is anticipated that college preparatory and vocational--technical students will be attending on a one-half time basis; this ratio will increase slightly in 1973, and it will also increase in 1974. If these assumptions are correct, part-time students will constitute 18 per cent of the college enrollment during its first three years of operation, 22 per cent of the enrollment the next two years, and 25 per cent of the total enrollment in 1972 and 1973. Beginning in 1974, it is anticipated that 27 per cent of the college enrollment will be from students attending on a part-time basis. Excluding students in adult education courses, the percentage of part-time students increases considerably. In 1970, 32 per cent of the students enrolled in these programs will be part-time students, and in 1975 the ratio will be 53 per cent.

This indicates that the college will open with 595 students, that enrollment the fifth year will be 1,390 students, and in 1975-1976, the college will have nearly 2,200 students in attendance. Since some of these are part-time students, the figures shown in column 11 must be noted. The full-time equivalent enrollment of the college at the outset is noted to be 400 students; the second year, it will be nearly 700. In 1971-1972 the enrollment is estimated to be 840 students, and in 1976-1976 the projected full-time-equivalent enrollment will reach 1,315 students. Again, it should be noted that enrollment projections shown in Table 2-7, the result of intensive study by the Population committee, are very close to those obtained in the other methods previously discussed. This might be expected since the various methods have been used in projecting full-time and part-time enrollment within the various categories.

Summary. Eight school districts participated in the study of junior college needs in the three-county area. These districts are DeKalb, Sycamore, Genoa, Hiawatha, Malta, Rochelle, Shabbona, and Waterman. As the study neared completion, Paw Paw became interested in the project, and while statistics for this district are not included in the study that community and neighboring territory may be included in the petition if a junior college district is formed. Later, other areas may annex to this district.

From the tabulations and statistics presented, it is evident that there will be considerable industrial growth in this region in the future. Even with the present industry, there is a sufficient need for training and retraining programs for business--programs that would be offered in a community college.

Enrollment projections show a need for establishment of a two-year college--one that will offer pre-university, technical, vocational, terminal, and adult education offerings to students in the area. The need is further demonstrated in chapters dealing with citizen and industrial surveys and the curriculum.

While the area is surrounded by other community colleges (and some with greater enrollment potential), there is sufficient enrollment indicated to justify the establishment of the community college in this region. The estimates of the Population committee show that enrollment in the college will begin with 595 students (400 full-time equivalent students), and that enrollment will exceed 2,200 students (1,315 full-time equivalent students) within nine years.

CHAPTER 3

THE COLLEGE PROGRAM

The program of Kishwaukee Community College should have suitable variety and flexibility to meet the educational needs of the people in the community. The curricular program should be devised so as to meet local needs and interests as well as the interests and needs of local citizens which transcend the immediate geographical area. The curricula should be suitably adaptable so as to serve future populations and meet new industrial and service requirements.

Local citizens may learn skills, attain better understandings, acquire new knowledge, and build appreciations in a community college. Technicians with improved skills should be more valuable workmen. Increased knowledge, understanding, and appreciation should result in better informed citizens and more productive and well-adjusted human beings. The community college can do much to upgrade an area vocationally, technologically, and educationally. The industrial, agricultural, technical, medical, health, service, and educational activities of an entire area will be benefited by a community college. This should be the aim of Kishwaukee Community College.

A cooperative attitude toward other educational institutions--both secondary and higher education--should typify the community college. The program should work to augment, articulate with, and extend offerings of existing educational institutions. All programs should point toward the development of individuals, and each student should be helped toward his maximal potential achievement. A program designed to carry out these purposes is proposed by the Curriculum Committee of the Kishwaukee College Citizens Committee.

General Curriculum Recommendations

Programs should be initiated by the proposed community college in the following curricular areas:

a. A two-year college-parallel program
b. Vocational and technical programs
c. An adult education program
d. A deficiency program for non-high school graduates
e. A broad general education curriculum
f. A program for gifted high school students

While each curricular area will differ in content from others, there is expected to be much overlap in courses taken in various sequences. Some courses may be taken in the college-parallel program but may, for example, also be recommended or required for students in another area.

A "common core" of courses should be required for those two-year programs leading to an associate degree, whether the degree is in the arts, business, or the technical fields. The curriculum committee suggests the following minimum requirements in course content and credit hours for all the programs which lead to the associate degree:

Areas of Study	Credit Hours
Communications	6
American Institutions	6
Mathematics and Science . . .	6
Behavioral Science	3
Orientation to College	1
Health and Physical Education	4
Major Field of Study	20-30
Electives to Total	64

It is important that courses offered and the requirements for the courses in English, mathematics, science, and behavioral science vary according to the student's needs in his major area of study. The communications area should include English composition and speech. American History, American government (state and local) and/or American government (national) should be included in the American institutions area. In the vocational and technical programs, students should be able to take courses which would have the most practical value for meeting their needs.

The value of a guidance program for the junior college student is of such significance that it should be discussed in a separate section. A guidance-oriented teaching and administrative staff is of inestimable value at this educational level.

The College-parallel Program

It can be expected that more than half of the student body of the proposed community college will enroll in the college-parallel program. Students in this curricular area will anticipate transferring to a four-year institution at the completion of their work in this college. Preliminary surveys indicate that college-bound students from this geographic area go to all of the state universities in Illinois, numerous other Illinois colleges and universities as well as to dozens of out-of-state schools.

Since requirements at the various colleges and universities are not uniform, it shall be necessary, through careful guidance, to insure that the transfer students will have the necessary courses which will enable them to meet the freshman and sophomore requirements at the institutions into which they transfer. Guidance personnel at the Kishwaukee Community College should acquaint themselves with freshman and sophomore requirements of the accepting colleges and universities so as to help the student in designing an academic program to fulfill these requirements. In addition to the "common core" of courses which constitute basic requirements for the associate of arts degree, there should be elective courses of suitable variety to satisfy the educational requirements of the accepting colleges.

Students transferring from community colleges to 4-year institutions will be numerous, and the sample programs based on individual 4-year institutions requirements are given. The 4-year institutions listed are those determined by the survey results as being the institutions that students indicated they would most likely attend.

It is suggested that a minimal college-parallel elective program should include:

American Government, National
American Government, State and Local
Art Survey
Biology
Botany
Business Law
Calculus
Child Psychology
College Algebra
Computor Programming
Creative Writing
English Composition (6 hrs.)
Foreign Lang. (Min. of 12-16 hrs. in 2 to 3 languages)
General Chemistry
Geography of Illinois
Geology
History of the Americas
Human Anatomy
Hygiene
Intermediate Algebra
Introduction to Philosophy
Introduction to Business
Introductory Psychology
Introductory Sociology
Journalism
Marriage and Family
Math Analysis
Music Survey
Pan-Pacific History
Physiology
Principles of Accounting
Principles of Conservation
Principles of Economics
Quantitative Analysis
Survey of Am. Literature
Survey of European Hist.
Survey of Phys. Geography
Survey of Phys. Science
Survey of World Lit.
Trigonometry
World Civilization
World Reg. Geography
Zoology

The proposed minimal elective program should be expanded or enriched if the needs of the community warrant it. It is suggested that, in this expansion and enrichment, the staff should not confine its interests solely to traditional courses; rather, they should examine recent approaches to subject matter and to new areas of study.

TABLE 3-1

TRANSFER POSSIBILITIES AT SELECTED COLLEGES

Subjects	Transfer Programs	Credit Hours
	Northern Illinois University	
College Orientation		1
Communications (Speech, composition, literature)		11
Humanities (Art, literature, philosophy, music, foreign language)		11
Science		9
Mathematics		3
American Institutions		6
Social Studies, elective		6
Physical Education		4
Electives		13
		64
	University of Illinois	
Because requirements differ from one college to another at the University of Illinois, a student should consult with a counselor in working out a program for the first two years. Ideally, a student should have a pretty good idea of the field of study he wishes to enter before embarking upon the transfer program.		
	Western Illinois University	
College Orientation		1
Speech		3
American History		3
Social Studies, elective		9
Laboratory Science, elective		8
Health		3
Introductory Psychology		3
Physical Education		4
Electives		30
		64
	Illinois State University	
College orientation		1
English Composition		6
Literature, elective		3
Art, Music, or Foreign Language		4
Speech		3
European History		4
American History		3
Economics, Political science, sociology or anthropology		6
Natural Science		9
Introductory Psychology		3
Health		2
Physical Education		4
Electives		16
		64

TABLE 3-1 (Cont'd)

TRANSFER POSSIBILITIES AT SELECTED COLLEGES

Subjects	Transfer Programs	Credit Hours
	Southern Illinois University	
College orientation		1
Science (physics, chemistry, biology, geology)		12
Social Studies (history, geography, anthropology, socioloty, economics, government, psychology)		12
Humanities (Music, art, philosophy, literature, poetry, speech)		12
English Composition		4
Speech		2
Math or foreign language		6
Physical Education and health		4
Electives		11
		64
	Eastern Illinois University	
English and Speech		12
Laboratory Science		8
Social Science		6
Health Education		3
Psychology		3
Electives		32
		64

Occupational Programs

Technical or vocational programs serve two purposes in the community: 1) The student is helped to pursue his personal goals and interests and to develop his capabilities, and 2) the manpower needs of local industry, business, and services are met by providing skilled workmen and other trained personnel.

Surveys conducted among citizens, employees, employers, and students indicate that Kishwaukee Community College should offer a broad program in technical and vocational areas. In this age of occupational change it is important to offer to students those training skills which will prepare them for economic independence as well as social maturity. This comprehensive college would do well to offer technical and semi-professional programs to meet the community's manpower needs in the following areas:

Business: Accounting, Secretarial, Secretarial (Medical and Dental), Business Management, Merchandising and Sales, Agri-business.

Technical: Industrial Technology, Electronics Technology, Automotive Technology, Industrial Drafting.

Health Occupations: Pre-nursing, Home Management, Cosmetology, Dental Assistant, and X-Ray Technician Training.

A distinction should be made between technical programs which educate specialists in a narrow sphere of training and programs which call for a broader training experience. Specific courses to meet the needs of persons employed in industry should be offered if a sufficient number of qualified students are available to make it feasible.

Business Programs

Both beginning and advanced courses in business areas should be offered, and the individual program should be tailored to fit the needs of the student. Previous high school courses taken and business experience may determine the level at which the student should begin. Counselors should give placement tests and otherwise assess the preparation level of the student. Two-year degree programs should be offered as well as courses of lesser duration for those who do not wish to pursue the degree program.

Types of business or commercial courses suggested for immediate consideration are:

Secretarial (General)

Subjects	Credit Hours
General Education	20
Typing	6
Shorthand	6
Introduction to Business	3
Accounting	3
Office Orientation	2
Transcription and Dictation	3
Business Machines	3
Cooperative Business Practice	3
Introduction to Psychology	3
Business Electives	4
Electives	8
	64

Accounting

Subjects	Credit Hours
General Education	20
Introduction to Psychology	3
Principles of Accounting	12
Business Law	3
Principles of Data Processing	3
Principles of Economics	3
Cost Accounting	3
Tax Accounting	3
Auditing	3
Account Machine Practices	3
Cooperative Business Practices	3
Physical Education	5
Electives	3
	64

Business Administration

Subjects	Credit Hours
General Education	20
Introduction to Psychology	3
Principles of Accounting	3
Physical Education	2
Typing	3
Introduction to Business	3
Principles of Finance	3
Principles of Marketing	3
Small Business Management	3
Personnel Management	3
Business Law	3

Principles of Economics	3
Electives	14
	64

Merchandising and Sales

Subjects	Credit Hours
General Education	20
Introduction to Psychology	3
Principles of Selling and Buying	3
Principles of Marketing	3
Introduction to Business	3
Fundamentals of Advertising	3
Retail Merchandising	3
Principles of Finance	3
Marketing Problems	2
Introductory Accounting	3
Small Business Management	3
Business Law	3
Cooperative Business Practice	3
Electives	9
	64

Agri-Business. Agriculture is an ever-changing industry. Because of tremendous advances in research, technology, machinery and equipment, farms now are larger, and less people are required in direct production. These changes however, have opened new fields in related agriculture and service areas. The demands for well-educated agricultural specialists in business, education, and government far exceed the supply. Schools must move rapidly to meet the expanded needs for trained experts with agricultural backgrounds. For those individuals who have a basic interest in agriculture but who are confronted with a declining job market in the field of agricultural production, it is suggested that a two-year program in agri-business be offered at the proposed college.

Agri-Business

Subjects	Credit Hours
General Education	20
Principles of Finance	3
Introduction to Psychology	3
Agricultural Chemistry	4
Field and Forage Crops	3
Agricultural Entomology	3
Soil Science	3
Principles of Accounting	6
Principles of Selling	3
Farm Management and Production	6
Agricultural Pest Control	3
Electives	7
	64

The foregoing programs in the business education area are sample programs. In much demand from employers in non-agricultural business and industry were these job classifications: accounting and bookkeeping, secretarial science, business machines, clerical practice, office management, data processing, advertising, small business management, and merchandising. This entire group of courses are seemingly in great demand since there appears to be a scarce supply of employees in these areas. The business-education curricula should be fully implemented and suitable stress given to these courses.

Technical Education

Job opportunities for graduates of industrial, professional, and technological programs far exceeds the supply. The preparation of middle-level specialized technical manpower realistically serves a wide range of students. Visionary leadership is needed for a substantial technical program. The viewpoint that quality is limited to academic fields is a deterrent to the development of effective occupational programs. A community college should accept the responsibility for introducing technical programs. The illustrated technical courses of study are of two-year duration; however, it should be emphasized that one-year (non-degree) programs in similar fields should be among the curricular offerings of the proposed community college.

Industrial Technology

Subjects	Credit Hours
General Education	20
Industrial Psychology	3
Elementary Mechanical Principles	3
Elementary Heat Engineering	3
AC-DC Theory	3
AC-DC Machines	3
Industrial Materials and Processes	6
Applied Mechanics	3
Blueprint Reading	2
Industrial Drafting and Design	9
Electives	9
	64

Electronics Technology

Subjects	Credit Hours
General Education	20
Industrial Psychology	2
Fundamentals of Electronics	3

Electronic Circuits	3
AC-DC Theory	3
Electronic Measurement and Testing	3
Communication Electronics	3
TV Fundamentals	3
Pulse Circuit Theory	3
Transistor Theory	3
Basic Computer Circuits or Radar Fundamentals	3
Electives	15
	64

Automotive Technology

Subjects	Credit Hours
General Education	20
Hand Tool Processes	3
Industrial Materials	3
Drafting	3
Internal Combustion Engines	3
Automotive Electricity	3
Carburetor, Fuel Systems	2
Auto-Ignition Systems	2
Auto-Transmissions	2
Engine Testing	3
Chassis Units	2
Cooperative Shop Practice	3
Electives	15
	64

Industrial Drafting

Subjects	Credit Hours
General Education	20
Graphic Measurements	2
Industrial Drafting and Design	9
Electrical Circuits and Machines	4
Industrial Materials	3
Elementary Mechanical Principles	3
Electronic Circuit Drafting	2
Structural Drafting	2
Architectural Geometry	3
Electives	16
	64

The curriculum committee strongly recommends that prior to the initiation of any broad technical-education curriculum, the administration of the proposed community college organize a technical-education advisory committee. The committee is to work with the administration in developing programs, and it should be composed of people from business, management, trade unions, and education. It also recommends the study of *Technical Education in the Junior College-New Programs for New Jobs* by Norman C. Harris and the Los Angeles Trade-Technical College Catalog as source materials for this committee.

Health Occupations

Earlier in this chapter, it was suggested that the proposed community college institute a program for the preparation of dental and medical secretaries. As the government's medicare program will surely spark a demand for health-related workers--a field which already is experiencing a need for a great many more people than existing schools can supply--and in response to the indications of the survey, the committee recommends a one-year pre-nursing course along with these additional areas of health technology.

Dental Assistant

Subjects	Credit Hours
General Education	20
Human Anatomy	3
Dental Anatomy	3
Dental Materials	3
Dental Prosthetics	4
Roentgenology	4
Dental Office Practice	3
Dental Clinical Practice	5
Medical and Dental Terminology	2
Nutrition	3
Typing	3
Electives	11
	64

X-ray Technology

Subjects	Credit Hours
General Education	20
Biology	5
Elementary Chemistry	5
Typing	3
Human Anatomy and Physiology	6
General Physics	5
Beginning Photography	3
Roentgenology	4
X-ray practicum	6
Electives	7
	64

Nursing Curriculum. For the one-year pre-nursing curriculum the regular "core courses" in the college parallel studies could be pursued but with the inclusion of biology, chemistry, and any other required courses. The program of studies should be carefully planned so as to articulate with the nursing school of the student's choice.

It is further recommended that the need for the training of practical nursing be scrutinized to see if a program for these students seems warranted. The advice of local medical authorities should be sought.

Other Occupational Areas

Home-management and cosmetology courses are recommended. The former would serve those who wish to prepare themselves in home economics or to fill the role of housewives. The latter courses can be expected to be in continuous demand.

Home Management

Subjects	Credit Hours
General Education	20
Child Psychology	3
Home Finance and Budget	4
Marriage and Family	3
Consumer Problems	3
American Public Education	3
Clothing Selection and Construction	6
Home Decoration	2
Food Preparation	6
Elementary Nutrition	3
Electives	11
	64

Cosmetology

Subjects	Credit Hours
General Education	20
Introduction to Psychology	3
Cosmetology Theory	6
New Materials and Processes	3
Manicuring, Facials, Waving, Hair Cutting, Styling	21
Typing	3
Electives	8
	64

General Education

A two-year general-education course should be made available to those persons in the community who desire education beyond the high school but who are not interested in special vocational courses or the college parallel course. For whatever reason--personal, social, cultural--these persons are interested in a two-year terminal program. The Curriculum

Committee recommends that such a program be initiated and that it be based upon the "common core" of courses previously listed in this chapter. In addition to the minimum required courses for all those persons working toward the associate degree, it is recommended that not fewer than twenty additional hours in the liberal arts and sciences and sufficient elective hours be required.

Adult Education

The curriculum committee recommends that Kishwaukee Community College should institute a broad adult-education program. Various high schools and other agencies presently conduct limited educational programs. The administration of the college should consult with the administration of the schools and other agencies to insure cooperation in conducting adult education programs. It is recommended that the college hire a director for this program.

This institution should be geared to filling the varied educational needs of the community, and there is great demand for adult or continuing education. Under-education is a prime cause of unemployment and under-employment in a rapidly advancing and shifting technical world. In addition to providing further education for the adult interested primarily in personal enrichment, the college should offer courses for persons eager to improve their skills in order to advance on the job.

For those individuals who were prevented from graduating from high school, the adult education division should be prepared to overcome their academic deficiencies. Opportunities to meet the educational needs of the adults of the community should be continually reviewed by the administration and interested community advisors.

Besides course offerings to adults, other educational activities are a part of the adult education program. Activities such as musical programs, lectures, plays, workshops, and extension services would be included as a cultural lift for students and community.

Guidance Services

It is recommended that the institution promote a guidance program which is adequate to meet the needs of the students served by the college. The Community College has special guidance needs because:

1. There are numerous kinds of courses and programs from which students may make choices.

2. Special counseling tasks arise from the need of students to transfer course work to various colleges and universities.

3. This type of institution is in the business of developing the capacities of individuals and special attention is paid to individual needs.

4. Admission policies are such that placement tests are required and other testing may be desirable.

5. The majority of students entering junior college plan on transferring; yet less than half of them actually do transfer. Some of the students find that they neither have the ability nor the interest nor the motivation required to follow a rigorous course of study. It is here that the guidance department of a junior college can perform a special service--by directing these students into occupational programs for which they are better suited. The guidance service must effectively provide for maximum talent development of each student.

In addition, all colleges need to maintain adequate personnel records and to obtain necessary facts about their students. Furthermore, student activities require coordination and supervision from staff personnel.

Related Activities

In addition to the regular curricular program, the community college should institute a program of student activities which would include sports, clubs, organizations, music, drama, journalism, and student government.

Intramural athletics should be stressed and some competitive sports such as basketball, gymnastics, wrestling, baseball, and track (but excluding football--at least initially) should be available. Strong support for social and creative activities and groups should be given, and new opportunities for additional activities should be extended as the college grows in size.

The curriculum committee urges caution in establishing these related activities, particularly at first when the size of staff, the size of the student body, and extent of facilities may be limited. It is not intended that unusual emphasis be given to the competitive athletic program.

Library

In establishing the Kishwaukee Community College, the planners should give serious attention to the heart of the academic community--the library. The various technical, business, cultural, and academic curricula of a community college will require adequate materials from the day the college opens its doors, and the collection will need to be kept up-to-date and expanded continuously.

It is recommended that the standards for community college libraries set up by the American Library Association be used in designing this facility. An illustration of a suitable library is that shown in Figure 3--The Eshleman Library in Henry Ford Community College.

Instructional Staff

The staff of the proposed community college should be vitally interested in the students themselves and in their subject matter area. Work in research and writing is not as important in the community college as in 4-year institutions. Teachers will be sought from high schools and colleges who are top educators in their fields, and they must be able to qualify for the Illinois Junior College Teachers Certificate.

The full-time staff of the community college may be supplemented by local businessmen, technicians and professional staffs. The community is an excellent source of informed individuals who are willing to take part in community college instructional programs; the school should take advantage of this instructional source. Such individuals should be adequately prepared for their teaching assignments through in-service instruction both on the function of the community college and in teaching methods.

The curriculum committee feels that assurance should be given the faculty of the vocational and technical programs so that they do not lack status. Prestige is important in technical and occupational education, and it is of importance that this staff have the same voice in policy making as does the staff of the college parallel programs.

Advisory Committees

It is recommended that for the business and technical programs that the governing board and administration of the community college should set up advisory committees. These committees should be composed of lay persons who are well-informed practitioners in the business or technical areas involved and the teaching and administrative personnel of the college who are most directly concerned. These lay committees could serve in advisory capacities in matters concerning the curriculum in their special areas. Obvious advantages accrue from such a cooperative concern and approach. Employers, technicians, businessmen, and teachers may work to achieve harmonious and rewarding educational and vocational experiences for the students to insure their employability in jobs having rapidly-changing requirements.

Meeting Special Needs

A community college functions to serve the people of its area. Those individuals who have special education needs should have those needs satisfied. The curriculum committee recommends that the Kishwaukee Community College should be alert in fulfilling this function. Initially, the college should look to the needs of two such groups: 1) Those persons who have dropped out of school before graduation from grade twelve, and 2) those gifted youngsters, either in or out of school, who would profit from a more advanced, enriched, or rigorous program of studies than that available in their high schools.

In these endeavors, as in any others, it should be the desire of the college administration to cooperate fully with other educational institutions in the areas served.

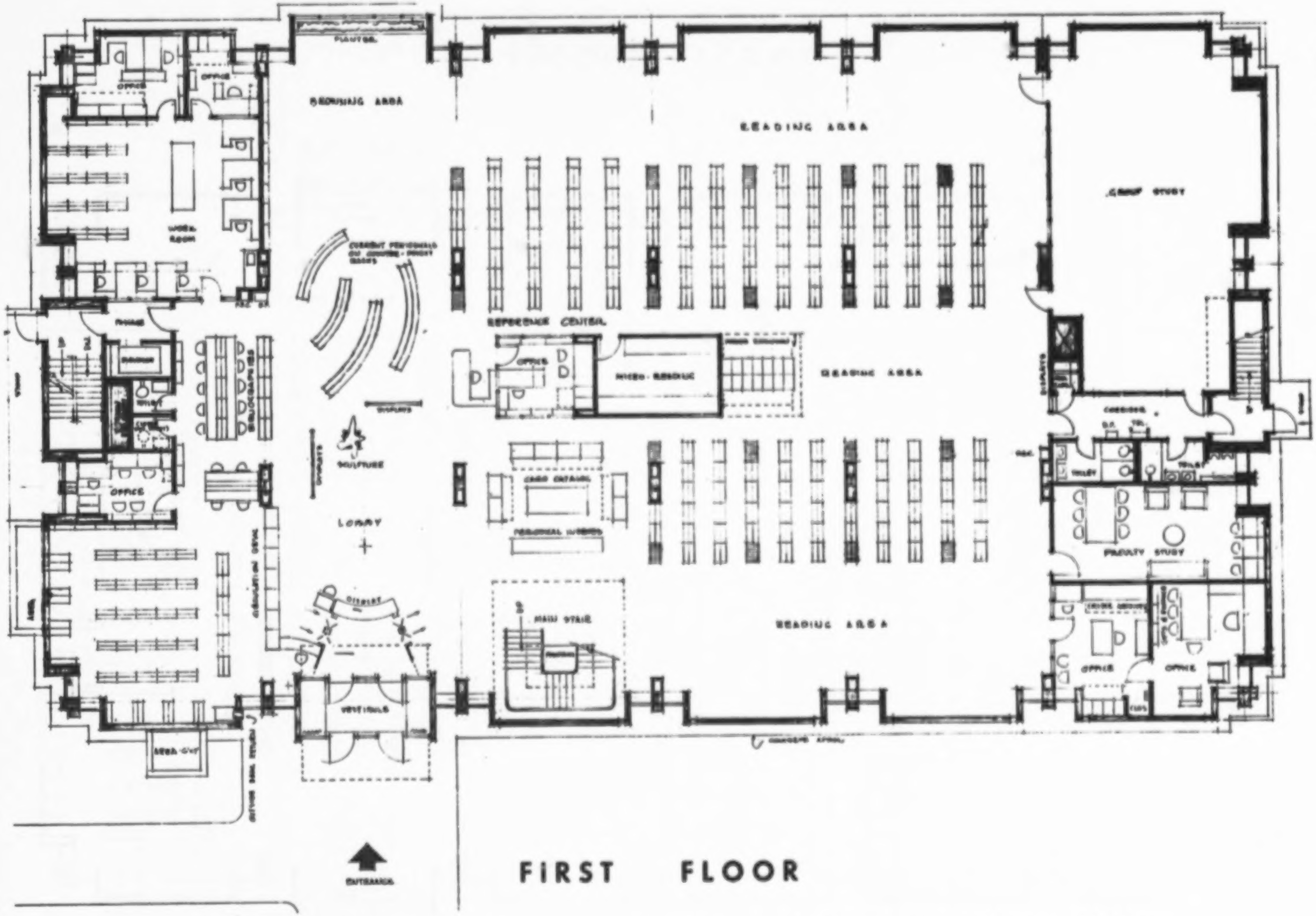
Summary

The needs of individuals in the community should be met through the educational program of the Kishwaukee Community College. Knowledge, skills, and appreciations should grow, and the industrial, agricultural, technical, medical, health, service, and educational activities of this area should benefit. In a general spirit of cooperation, the college should offer a broad range of opportunities to youth and adults to grow, and in the same spirit, extend to businesses, industries, and other interested groups the chance to train and up-grade their personnel and to create human resources capable of greater productivity.

Average youth greatly outnumber superior youth. A free society operates best with a large, well-educated, economically self-sufficient middle class. This community college should offer its students education best suited to their individual needs. It could play a major role in occupational education--a role in which community colleges could be stronger. Education in an employable skill is especially meaningful to students of today who will be the citizens of tomorrow.

The curriculum committee hopes only to indicate the direction in which the community college will grow. In this proposal is envisioned the establishment of advisory committees to assist the board and the administration in furthering future plans.

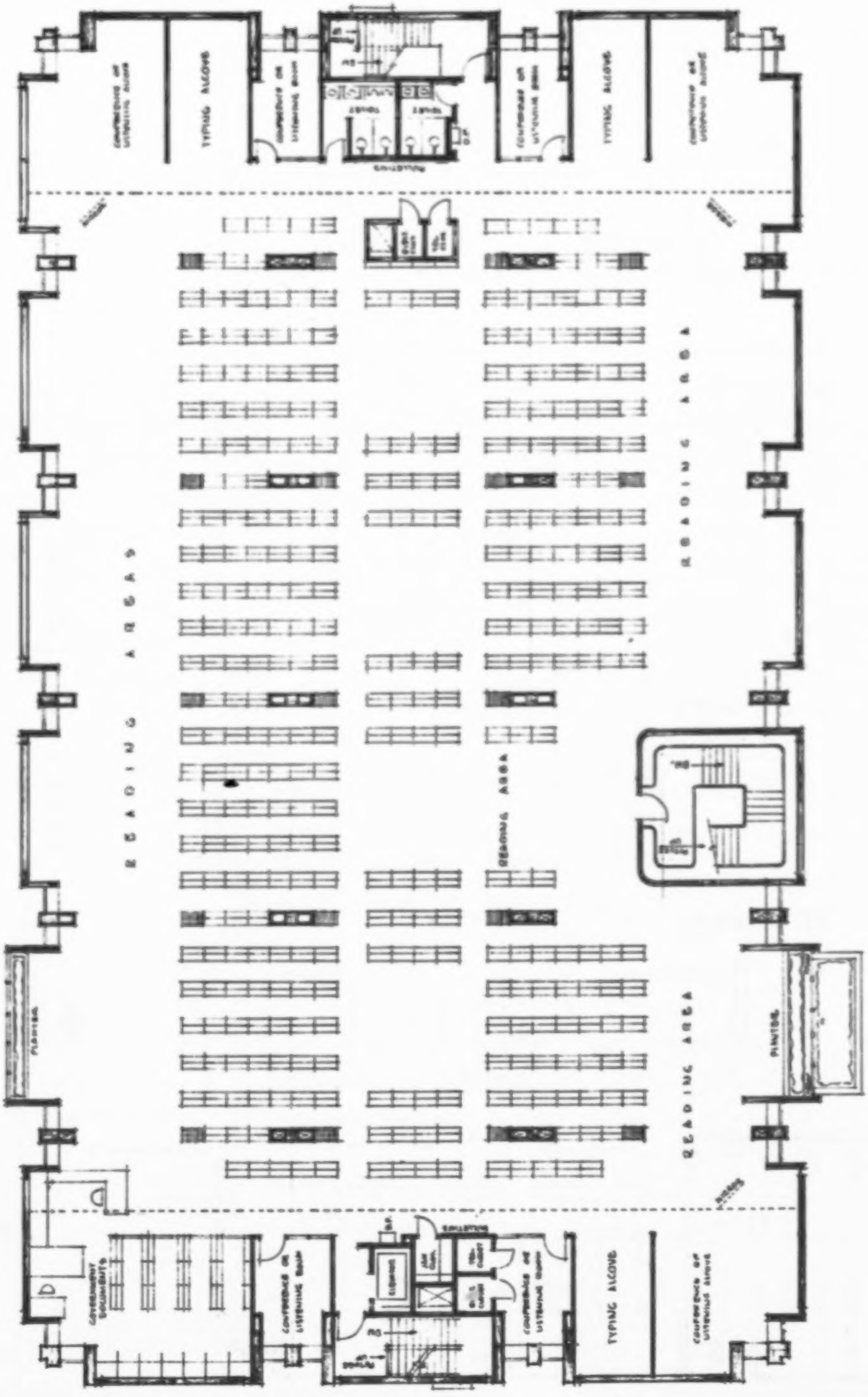
Figure 3-A



FIRST FLOOR

FRED K. ESHLEMAN LIBRARY - Henry Ford Community College, Dearborn, Michigan

Figure 3-B


READING AREAS
READING AREA
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TYPING ALCOVE
TYPING ALCOVE
TYPING ALCOVE
CONFERENCE OR LISTENING ROOM
CONFERENCE OR LISTENING ROOM
CONFERENCE OR LISTENING ROOM
CONFERENCE OR LISTENING ROOM
CONFERENCE OR LISTENING ROOM
CONFERENCE OR LISTENING ROOM
GOVERNMENT DOCUMENTS
TOILET
TOILET
ELEVATOR
CORRIDOR
CORRIDOR
PLANTER
PLANTER
UP
UP

SECOND FLOOR

FRED K. ESHLEMAN LIBRARY - Henry Ford Community College, Dearborn, Michigan

CHAPTER 4

ORGANIZATION

At this stage of development, it is possible only to sketch the administrative organization of the college in broad outline. Its exact formation should be left to the governing board and the new president. The analysis presented here consists of the minimum staff which would probably be needed at the outset and an indication of the possible areas of expansion that might result as the enrollment increases.

1967-1968

Figure 4 shows the administrative organization needed at the beginning for a predicted enrollment of approximately 400 full-time-equivalent students. The staff would consist of twenty to twenty-five instructors and would consist of four administrators whose duties would be as follows:

> President. The President is the chief executive officer of the governing board. On him rests all the responsibility for every aspect of the college's operation.
>
> Dean of Instruction. The Dean of Instruction or Dean of the College is responsible for the entire academic program. This would include the planning of the curriculum as well as carrying out the actual instructional program.
>
> Dean of Students. The Dean of Students is responsible for all activities of students that are of a non-academic nature. He will be concerned especially with admission procedures, counseling, registration, etc.
>
> Business Manager. The Business Manager is responsible for directing all aspects of the physical operation of the college, taking care of the business office, physical plant, and maintenance. He will keep all accounts and, in cooperation with the President, prepare the annual budget.

1970-1971

With increased enrollment and expanded operations, a larger staff of perhaps fifty-five to sixty teachers will be

Figure 4

ADMINISTRATIVE ORGANIZATION (1967-68)

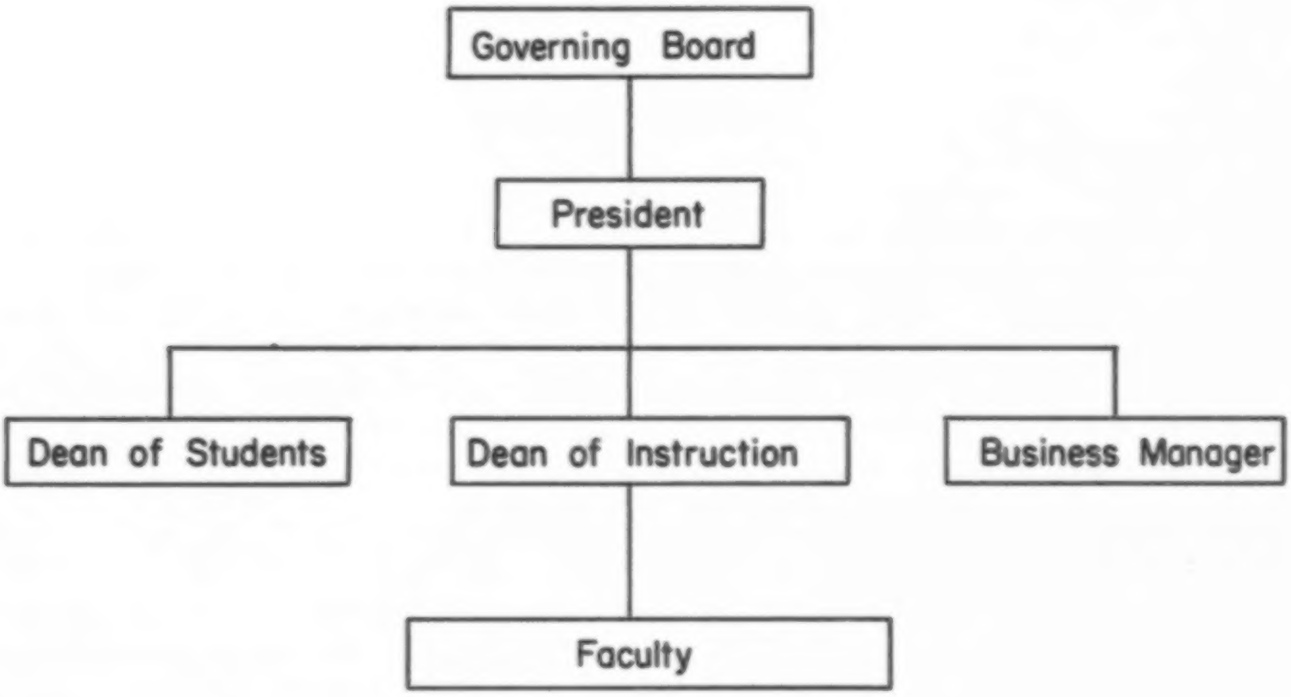
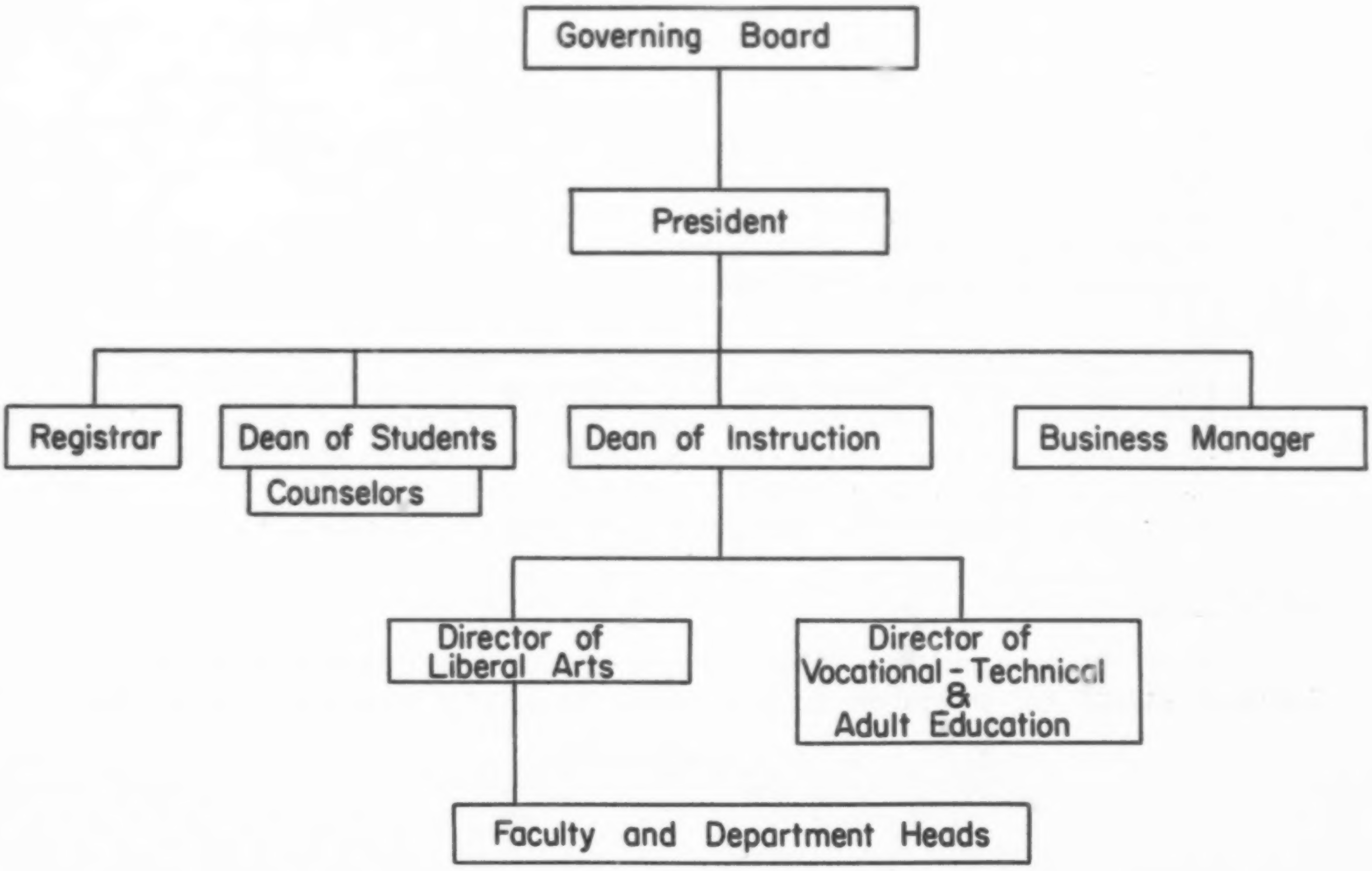


Figure 5

ADMINISTRATIVE ORGANIZATION (1970-71)



needed, and the administrative organization might then be expanded as shown in Figure 5 to include seven administrators and two counselors. The Dean of Instruction would have two division heads--one for the Liberal Arts Division and another for the Vocational, Technical, and Adult Education Division. This addition is advisable because of the increased numbers of students and faculty and also because of the diversified nature of the students and of the curriculum. Those who are planning the curriculum and directing the instruction for those taking pre-college programs will be concerned with quite different problems than will those who are concerned with the vocational-technical programs.

By this time, too, the faculty would probably be organized with department heads.

The Registrar would then assume the responsibility of admission procedures, registration, class scheduling, academic records from the Dean of Students.

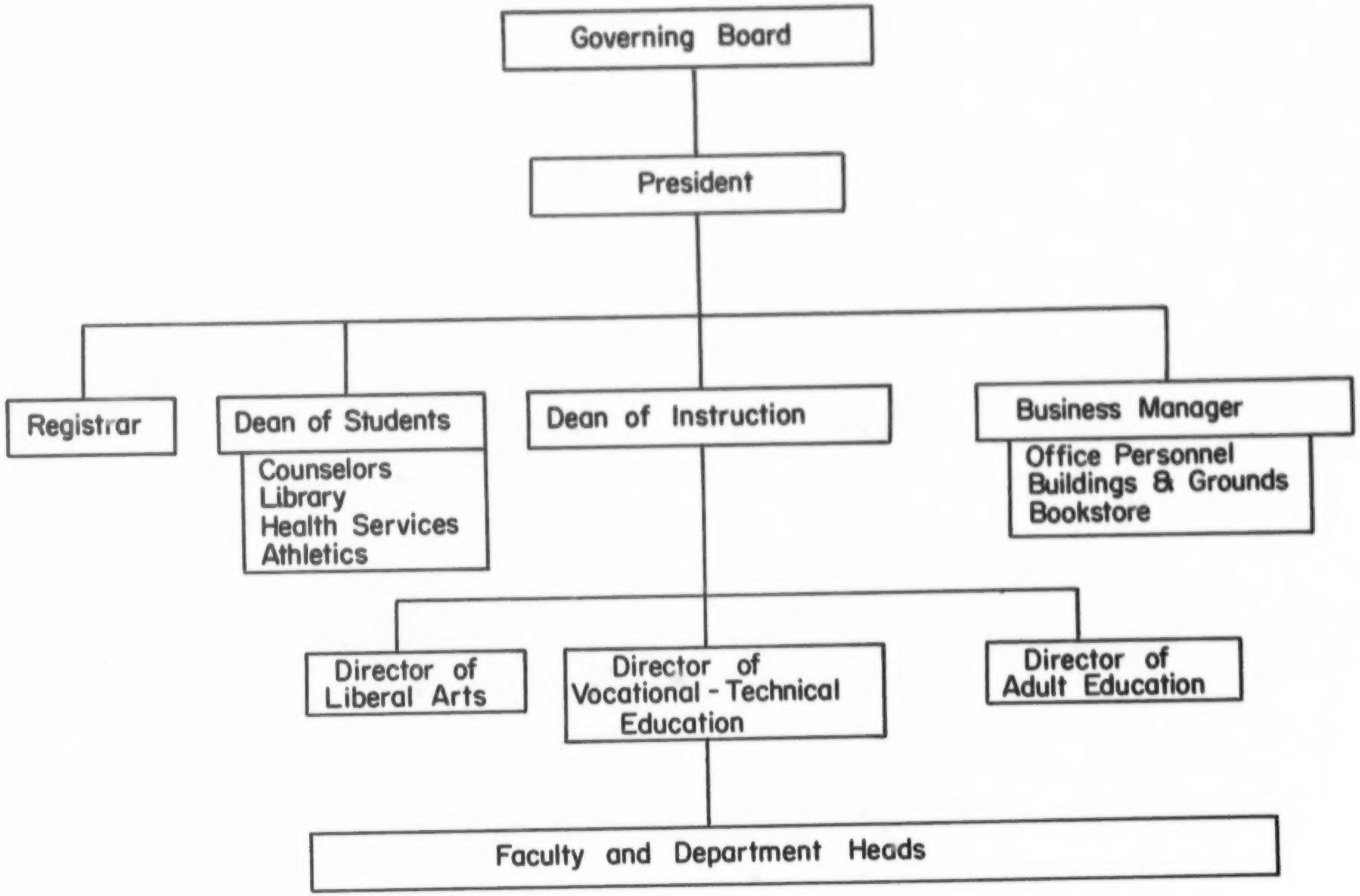
At least two counselors, one for men and one for women, would be added to the Dean of Students' staff to administer guidance tests, help students determine what courses of study to follow, and counsel with students who are having difficulty.

1972-1973

By this time, with a possible faculty of eighty-five to ninety teachers, the Adult Education Division might be separated from the Vocational-Technical Division, thus requiring another administrative position at this level. Also, additional counselors would be needed and other personnel to assist the Dean of Students with such areas as library, health services and athletics. The Business Manager, too, would need additional staff members. Figure 6 shows a possible organizational structure at this point--with eight administrators, five counselors, and eighty-five to ninety teachers.

Figure 6

ADMINISTRATIVE ORGANIZATION (1972 - 73)



CHAPTER 5

BUILDINGS AND SITES

There are at least two ways in which a community college can come into physical being: 1) to spring forth full blown from the will of the voter based on immediate availability of existing facilities, or 2) like Topsy, to just grow--usually from a junior college embedded in a secondary school setting. Examples of either of these ways can easily be found in the State of Illinois, and experience with each suggests difficulties that can be avoided by seeking other ways to create a community college.

Attractive though the Topsy Plan is--just let it grow--a little knowledge of the facts indicates that someone sometime planted a seed some place; hence, Topsy. Such anonymity is denied the founders of Kishwaukee Community College. The Survey Committee is well known and charged with the responsibility of planting the community college seed. If the community college is thought of in terms of a seed that will have to grow through a developmental pattern, it is clear that expecting Jack and the Beanstalk results is also denied to the Survey Committee.

Thus, unlike Jack's careless Mother who angrily threw the seed on the ground, or Topsy's unknown Father, the Building and Grounds Committee feels keenly the responsibility for planting the community college seed in the best possible seed bed.

Factors to be Considered

At this point, the Committee turned to experience of others for help and considered a check-list of important points regarding school sites devised by the New England School Development Council. Suggestions from that brochure appear in Table 5-1.

The Committee studied 10 Designs/Community Colleges, a publication of the Educational Facilities Laboratory. The Committee also noted the suggestions developed in a conference in California in 1964; these appear in the following paragraphs.

Site Selection Guidelines

"The selection of the site for a community junior college

γ

TABLE 5-1

HOW TO CHOOSE A SCHOOL SITE

Factors	Considerations
Size	Must be determined in terms of needs of activities of desirable future program. Should make careful layout of all site facilities to scale in study of each available site area. Leeway for expansion should be allowed. Compromise on size must be resisted.
Shape	Preferably rectangular, or nearly so. Not over four times as long as wide. If more than ample in size, actual shape may vary but there should be no constrictions in boundaries or awkward angles hindering suitable layout of site facilities.
Location, Accessibility	Near center of attendance district. Centrality may be sacrificed in favor of other factors of suitability. Attendance district layout and school location should be such as will give maximum avoidance of hazards.
Environment	Residential or park area. Remote from taverns, cheap hangouts, and other less reputable centers. Remote from smoke, noise, or odors.
Topographical Characteristics	High, dry, and level land. Avoid low, swampy land, poor soil conditions, filled land, ledges too near surface, land without suitable sod-growing conditions.
Selection and Acquisition	Avoid compromise with inadequate sites. Plan a long time ahead. Develop public understanding of needs. Foster cooperative planning projects. Have opinion of experts from outside local community, especially in case of internal conflicts of opinion. School committee should be entrusted with final choice. Act in accord with advice of competent legal counsel. Pay lowest possible fair price for adequate site.
Development	Have advice of architects, or landscape architects, or both. Locate buildings to allow for their expansion without interference with areas to be developed for other purposes. Buildings should not be too close to street. Orient buildings properly for

TABLE 5-1 (Cont'd)

HOW TO CHOOSE A SCHOOL SITE

Factors	Considerations
	best natural light and accessibility by walks and driveways.
Financial Aspects	Compare costs of available adequate sites bearing in mind: 1) initial cost, 2) cost of development, and 3) capitalized cost of recurring expenditure items, such as transportation. Do not sacrifice adequacy for economy.
Zoning	Adjacent area should be zoned for residential or park.

is among the most important decisions to be made. The site chosen will characterize and flavor the institution and its student body for as long as it is used as a college campus. The architectural motif of the buildings will be influenced by the site; the layout of the campus--the master plan--will be determined by the topography of the site and its relation to streets and entrances and exits; even student policy will be influenced by opportunities for recreation on the campus and the kind of landscaping suitable to it. Thus, the wise selection of the place to establish a campus of a community college cannot be overemphasized.

"Size: The size of the site should be based on plans for the ultimate enrollment of the college. Although site selection may very well occur before enrollment projections can be made, general estimates can be made simply from a knowledge of the population and possible growth of the area to be served by the college. If the college is in a rural area of small towns and villages, we may assume a college enrollment of 400 to 1,000 students. The comprehensiveness of the program and the curriculum will affect the choice of campus. Obviously, the more activities, programs, and curricula, the more space the college will need. It is suggested that a minimum of 80 acres be secured for a small college campus. More acreage is desirable if available. If you wonder what the land will be used for, it should be remembered that for a campus of 1,000 students, at least ten acres will be needed for parking alone; on a campus of 5,000 students 30 acres will be needed for parking areas and traffic lines--even these figures may be conservative.

"Frankly, few community college administrators can ideally plan their campus. In a metropolitan area, a large acreage is almost impossible to obtain. Many city colleges develop well-planned physical facilities and most effective programs on small acreage. Even community colleges in suburban or rural areas frequently cannot obtain the amount of land they would like to have. Careful planning, multiple-story buildings, careful layouts of athletic and recreation areas, and 'inner' campus planning all aid in overcoming restrictions on space.

"Topography: The topography of the land is important in site selection. The land obtained must be a place to put buildings, lay streets and sidewalks, and plan for attractive landscaping. A study of possible land utilization should be undertaken. There are beautiful campuses of ravines, streams, hills, and forests where actual land utilization is at a very low percentage. If this can be afforded the results are pleasing but most schools have to work toward 100% utilization.

"The relation of the site to the community, to streets and highways, to power lines and sewage lines is an important consideration. A site reached by streets through a semi-abandoned part of town, or through crowded industrial streets, or far from good access highways, or surrounded by unzoned, third-rate commercial property, is simply out of the question for a community college campus.

"Who are the 'ideal' neighbors for a college campus? Most ideal would be a state or city park, landscaped and protected. Next in desirability would be residential areas supporting $20,000 to $50,000 homes; then in order, residential areas of less expensive homes, garden apartments, high-rise apartments. Satisfactory, but much less ideal are large shopping centers, professional building areas, mixed commercial and office areas. Least satisfactory, and to be avoided if at all possible, are airports, railroad yards, filling stations, garages, factories, and drive-in restaurants and stands. Churches are very high on the list of desirable 'neighbors' for college campuses, but unfortunately, churches rank educational institutions very low as 'good neighbors.'

"Drainage: The matter of land drainage is an important factor. Sites should be carefully studied in terms of drainage after construction, for many tracts of land apparently in their natural state properly drain, but when developed, do not. Extensive study of the whole problem before construction starts may save many a headache later."*

A full afternoon was devoted by most members of the committee to roadside inspection of suggested sites. The rating scale shown in Figure 7 was devised and used for evaluating the sites.

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*Adapted from Establishing Junior Colleges, Junior College Leadership Program, University of California. January, 1964.

Each member of the Committee was also furnished by the Malta First National Bank with a copy of A Three Year Atlas and Plat Book of DeKalb County. This proved most helpful in determining exact location of suggested sites.

Following are the general conclusions and recommendations of the Committee on ten sites checked by the Committee. A more detailed statement appears later in the chapter.

Authorities in the field agree that a community college site should contain at least 80 acres, and most have suggested that a site twice this large should be selected. It is difficult to secure additional land after the college is established, so sufficient land should be purchased at the outset to provide for later expansion.

An examination of population figures for the proposed district revealed that the growth and concentration are centered quite largely on opposite sides of the area, in Sycamore and DeKalb on the east and Rochelle on the west. The geographical center of the district was noted as being in the vicinity of Malta, which is accessible by good, all-weather roads.

The study of site requirements and available land indicated that the selection of a site for a community college in the area will present no problem. Sites of 100 to 200 acres were found, and these appear to be available for college use. Cost of land in these locations varies from $600 to $1500 per acre. Unless the college is to be located immediately adjacent to a population cluster, there will be problems of water supply and sanitation at all sites.

Site Selection

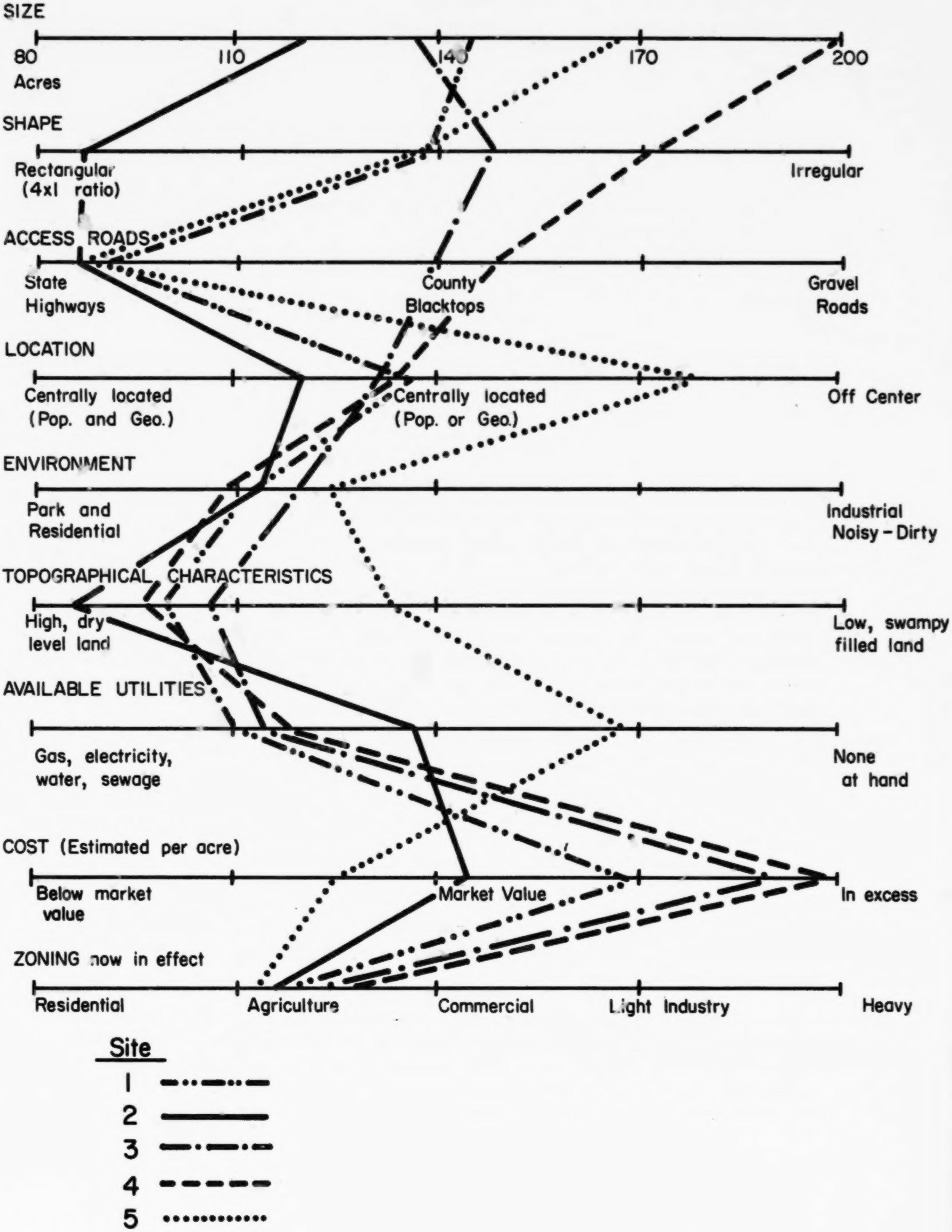
In evaluating sites, nine criteria were considered. They were: 1) size, 2) shape, 3) access roads, 4) location in district, 5) environment, 6) topographical characteristics, 7) available utilities, 8) cost (estimated), and 9) zoning.

Size ranged from 80 to 200 acres on the rating scale, but the ideal was felt to be about 160 acres rather than the extreme of 200. Only one of the five sites that were rated as being most suitable exceeded the 160 figure.

Authorities suggest the most ideal shape of the site as rectangular with a 4 to 1 ratio for the sides. Only one of the top five sites met the specification exactly, and the remaining four were more nearly square than rectangular. None of the sites was irregular in shape.

Figure 7

SITE COMPOSITE



State Highway Alternate 30 is the best access road. Three of the five sites were on this route, and the other two were on county blacktops. Several of the sites were bordered by the state highway and county blacktop roads.

Precise location of the geographic and population centers of the proposed district is not possible until precise district boundaries are established.

Choice of environment ranged from the ideal of park and residential to the undesirable neighborhood of heavy industry. Neither of these extremes was found in the area considered--all of it can be classified as agricultural, much closer to the ideal than the undesirable.

Topography is fairly uniform throughout the area, although some sites were a little more rolling than others--but not enough to make a significant difference.

Three of the five sites recommended have three utilities immediately available, gas, water, and electricity. A fourth site lacks water, and the fifth lacks gas and water. All five sites lack sewage disposal facilities. Utilities companies indicated a willingness to extend services to the college at no extra cost.

Cost figures were not available, and the estimates are at best educated guesses. However, it was felt that four of the five top sites would cost more than the average land value for the area with only one at a lower figure.

Agriculture is the zoning category for all sites at the present time, but some might be rezoned residential, commercial, or even light industry.

Summary

It is the consensus of the Building and Sites Committee that the major factors to be considered strongly indicate the location of the Kishwaukee Community College someplace in the vicinity of Malta. A check of the area reveals a number of feasible sites, and a choice could be made on any one of them by the community college board on the basis of: 1) availability and 2) price.

No effort was made to determine availability and price for any particular site. It was felt that this would lead only to the spread of rumors and possible difficulties for the group actually charged with site selection and acquisition. Land in the area is presently selling from $600 to $1500 an acre, depending on variables that are usually more agricultural than educational. It is possible, therefore, that land rejected for farm use may be attractive both in topography and price to a community college.

Although the building program should be in phases, this does not seem a desirable procedure for land acquisition. In the normal expansion of the general economy, land can be expected to be more costly in the years ahead; this factor would be greatly multiplied by the knowledge that the college wants the land and even more so by the knowledge that it needs the land. It is, therefore, recommended that site of 120-160 acres be purchased at the earliest possible date by the duly constituted authorities.

Little consideration was given to the possibility of a community college in conjunction with an existing high school. The committee recommended continued disregard of such a plan. A college campus atmosphere should be developed.

Development is the key word in consideration of the building program. From study of the preliminary reports of the Population, Curriculum, and Finance committees it would appear that primary attention be devoted to these:

1. Administration building

2. College parallel classroom building (including library)

3. Agri-business Vocational Classroom and Shop Building

4. Auxiliary and Student Services:
    a. Physical Education facility
    b. Cafeteria
    c. Student Activity Center

As a more definite pattern of population and curriculum emerges, it would be possible to develop a more precise schedule. At this time it seems possible only to suggest that, as the community college comes into being, a Master Plan must be created by the board, faculty, administration, and architect in line with long-range goals and dreams.

Too much quick action with too little foresight could hamper the future growth of the college by providing rigid building limitations, inadequate service facilities (sewage, utilities, and parking), inadequate access roads, and poorly located buildings.

Probably the biggest advantage enjoyed by the Kishwaukee Community College at the moment is the freedom to move in almost any direction; but if built with low overhead, there may be future limits on growth.

CHAPTER 6

FINANCIAL RESOURCES

Quite frequently, established educational institutions are limited in the amount of funds available to support a good educational program. All too often, the maximum total dollar amount is determined first and then the curriculum and related educational programs are adjusted so that their costs fall within the funds available. In the current study, the Finance Committee has worked with the Population and Enrollment Committee, the Curriculum Committee, and the Building and Site Committee; and based on their projected needs, the Finance Committee has established the cost of the programs which should be offered by the proposed Kishwaukee Community College.

To further aid the Finance Committee in its work, questionnaires and/or letters were prepared and mailed to eleven private four-year colleges and twenty-two junior colleges in Illinois, Indiana, and Iowa. Responses in the form of college catalogs, financial statements, budgets, and other financial data were received from twenty of the thirty-three institutions surveyed. The committee was primarily interested in tuition costs, mill levies, and capital improvement costs.

The information essential to the Finance Committee was divided into eight specific areas, and the responsibility for obtaining information on each area was assigned to a committee member. The Chapter on Finance is therefore presented under the following general topics:

1. Legal Requirements
2. Bonded Indebtedness
3. Assessed Valuation
4. Costs of Attending College
5. Building Costs
6. Debt Service Requirements
7. Annual Operating Budgets
8. Estimated Tax Levies

Legal Requirements as Related to Finance

House Bill No. 1710, an act in relation to the establishment, operation and maintenance of public junior colleges, and making an appropriation in connection therewith--as approved by the 74th General Assembly, establishes the following financial requirements:

Sec. 2-16 Any Class I junior college district which has been recognized by the State Board shall be entitled to claim an apportionment for each school year ending on June 30 of $11.50 for each semester hour or equivalent in a course carried by a student through each mid-term by each student in attendance.

Sec. 3-1 Any contiguous and compact territory, no part of which is included within any common school district maintaining a junior college or any junior college school district, unless all of such district is included which has an equalized assessed valuation of not less than $75,000,000 and contains either a population of not less than 30,000 persons or at least 3 entire counties or that portion of 3 counties not included in an existing junior college district may be organized into a Class I college district within the state system.

The proposed district shall be authorized to levy rates which shall not exceed .75 per cent of full, fair cash value, or equalized or assessed by the Department of Revenue, for educational purposes, and .10 per cent for building purposes and the purchase of school grounds.

Sec. 3-12 Following election and organization of such Board, as soon as may be, the Board may draw upon the fund appropriated to the State Board for grants to new junior college districts an amount equal to the product of $300.00 multiplied by the projected full-time-equivalent enrollment in the first year of the junior college operation or determined by the State Board, but such amount shall not exceed $100,000.

Sec. 3-14 Subject to the limits imposed by this article, the rates may be increased at a regular or special election held subsequent to the approval of the voters of the establishment of a Class I junior college. At any single election the Board of the Class I junior college district may cause a proposition for an increase of the levy for educational purposes of an annual tax not to exceed .125 per cent.

A Class I junior college board may within the limits set for them in Sec. 3-1 of this Act and in the manner provided in this Article levy a maximum annual tax upon all the taxable property of the district upon full, fair cash value, or equalized or assessed by the Department of Revenue. Within the limits herein provided, the Class I junior college board may annually levy the tax for building purposes and the purchase of campuses so that funds may accumulate to not more than 5% of the equalized assessed valuation of the district. No such accumulation shall ever be transferred or used for any other purpose.

Sec. 5-8 If the State of Illinois makes funds available, the Class I junior college district which has had its project plan approved by the State Board shall be entitled to file a claim with the State Board in a sum not exceeding 75% of the cost of the project.

Sec. 6-4 Any Class I junior college district may, when the Class I junior college board considers necessary, require a tuition of each student attending a Class I junior college within the district in an amount not to exceed 1/3 of the per capita costs of students in the college transfer and liberal arts programs, such cost being computed by dividing the total cost of such programs, excluding an amount of interest paid on bonded indebtedness, by the average number of full-time students enrolled in such program.

Bonded Indebtedness

The information in Table 6-1 indicates that the total present bonded indebtedness of the eight districts within the proposed Kishwaukee Community College area is $9.5 million. This represents sixty per cent of the permissible bonding power of the school districts. It is evident that where the population has increased that the residents have provided educational facilities for its children. These figures are furnished only as a guide, since the legal limitations on the bonding power of these districts have no effect on the legal bonding power of the proposed Community college; the new college district will have a bonding capacity of 5% of its assessed valuation.

TABLE 6-1

BONDED INDEBTEDNESS OF SCHOOL DISTRICTS
WITHIN PROPOSED KISHWAUKEE COMMUNITY COLLEGE DISTRICT

School Districts	1964 Assessed Valuation	Bonding Power Assessed Valuation 5 %	Bonded Indebtedness 7-1-65	Unused Bonding Power
		(In Millions)		
Waterman	$ 13.6	$ .68	$ .45	$ .23
Malta Community	9.4	.47	.16	.31
Malta Twp H S	9.4	.47	.39	.08
Genoa-Kingston	21.6	1.08	.32	.76
Shabbona	22.8	1.14	.40	.74
Hiawatha	15.8	.79	.47	.32
Sycamore	44.5	2.22	2.15	.07
DeKalb	79.0	3.95	3.60	.35
Rochelle Elementary	35.0	1.75	.93	.82
Rochelle Twp H S	65.3	3.27	.64	2.63
Totals	$ 316.4	$ 15.82	$ 9.51	$ 6.31

Assessed Valuation

The assessed valuation of the eight school districts within the proposed Kishwaukee Community College district is presented in Table 6-2 for the years 1957 through 1964. The projected assessed valuation for the years 1965 through 1970 and 1975 and 1980 are used in the section dealing with the annual operating budget and will be one of the bases for major sources of revenue for both the educational fund as well as for capital improvements.

Although there has been no steady rate of growth, the assessed valuation has increased 14.7% from 1957 to 1964. This same rate of increase, approximately 2%, when applied to the projected growth will increase the valuation 35.6% from 1964 to 1980 for a total assessed valuation of $368.9 million.

The growth potential is even greater with the possibility of: 1) the extention of the present East-West tollway to the Iowa border, 2) a North-South tollway parallel to Route 51, and 3) a projected enrollment increase for Northern Illinois University from its present student body of 14,688 students to 32,970 students in 1980, with related growth in faculty housing, off-campus student housing, and the many small enterprises which are needed to handle the needs of an expanding university community.

Any increase in assessed valuation over and above the projected valuation will have a positive effect on the tax rate; that is, the higher the valuation the lower the tax rate needs to be to produce the same total tax dollar.

Cost of Attending College

Charges for attending college are kept as low as they can be held in view of colleges' determination to maintain and advance their quality academic programs and high standards of teaching. Tuition and fees paid by the individual student generally cover less than two-thirds of the total cost to provide an educational program. The balance is composed of gifts to the colleges from alumni, friends, parents of students, foundations, corporations, endowment income, or taxes as in the case of state colleges.

The total cost of attending college must include tuition, board and room, books, supplies and travel. A survey of ten schools, both private and public (Table 6-3), shows costs ranging from $1,300 at Northern Illinois University to $3,000 for Monmouth College or an average cost of $2,160.

House Bill No. 1710 permits the junior colleges to assess students up to one-third of the per capita costs for expenses related to the educational budget. This is estimated to amount

TABLE 6-2

ASSESSED VALUATION AND PROJECTED VALUATION OF SCHOOL DISTRICTS WITHIN PROPOSED KISHWAUKEE COMMUNITY COLLEGE DISTRICT

Districts	Years							
	1957	1958	1959	1960	1961	1962	1963	1964
	(Millions of Dollars)							
Waterman	13.1	13.3	13.5	13.6	13.3	13.2	13.6	13.6
Malta	8.2	8.2	8.3	8.4	8.4	8.5	9.3	9.4
Genoa-Kingston	19.4	19.8	20.3	20.8	20.9	21.0	21.5	21.6
Shabbona	21.8	22.0	22.0	22.0	22.0	22.2	22.8	22.8
Hiawatha	17.4	17.1	17.5	16.1	16.1	16.1	15.8	15.8
Sycamore	37.6	38.6	39.3	40.0	40.7	41.3	42.8	44.5
DeKalb	61.1	64.2	67.6	70.5	72.3	74.2	76.7	79.0
Rochelle	58.5	59.8	58.7	58.3	59.0	61.6	65.1	65.3
Totals	237.1	243.0	247.2	249.7	252.7	258.1	267.6	272.0
Percentage Rates of Increase		2.5	1.7	1.0	1.2	2.1	3.7	1.6
Eight Districts' Projected Valuation	1965	1966	1967	1968	1969	1970	1975	1980
Totals	277.4	282.9	288.5	294.3	298.9	304.9	335.4	368.9

TABLE 6-3

ANNUAL COST FOR ATTENDING COLLEGE

Colleges and Universities	Tuition	Board,Room	Misc.	Total
	(Annual	Dollar	Cost)	
Northern Illinois University	230	850	220	1,300
Aurora College	900	710		1,610
Bradley University	1,100	870		1,970
Eureka College	1,080	820	100	2,000
Wheaton College	1,120	760	155	2,035
Augustana College	1,050	900	100	2,050
Rockford College	1,400	900		2,300
MacMurray College	1,550	850	115	2,515
Principia	1,701	1,119		2,820
Monmouth College	1,740	860	400	3,000

to $333 per student. In addition to this amount, there needs to be an amount calculated for travel, books, and clothing for a total of approximately $1,000. The annual savings, therefore, can range from $300 to $2,000 if the student elects to attend the proposed community college rather than one of the institutions listed in Table 6-3.

Building Costs

The Building and Site Committee and the Population Committee have recommended that the campus be developed in two phases. Estimated building costs for the first phase to be built in 1967-1968 for 1,000 students and for an additional 500 students in 1972-1973 are presented in Table 6-4. Because of the present unusual rise in building costs consideration should be given to completing the total building in one phase. It is very possible that interest costs for the second phase would be less than the amount of costs increase attributed to inflation. It is also quite possible that enrollment at the college will exceed the projections, necessitating additional building in the future.

Shown in Table 6-5 are the principal and interest requirements for a $1,080,000 bond issue Phase I at an assumed rate of 4% for 10 years. Debt service requirements for a $760,000 bond issue for Phase II at an assumed rate of 4% for 10 years are presented in Table 6-6.

Annual Operating Budgets

The Curriculum Committee study recommends a comprehensive community college program including college-preparatory education, vocational training and terminal programs. The operating

TABLE 6-4

ESTIMATED BUILDING COSTS FOR KISHWAUKEE COMMUNITY COLLEGE

Cost Items	Phase I 1967-68	Phase II 1972-73
	(Number Amounts)	
Number of Students	1,000	500
Square Feet per Student	165	165
Total Square Feet Required	165,000	82,500
Cost per Square Foot	$ 20	$ 30
Capital Improvements	(Dollar Amounts)	
Site 140 acres @ $1,200	168,000	
Site Preparation	170,000	48,000
Building	3,300,000	2,475,000
Architect Fees	187,000	147,000
Equipment	330,000	250,000
Contingencies	165,000	120,000
Totals	4,320,000	3,040,000
Funds	(Dollar Amounts)	
State of Illinois (75%)	3,240,000	2,280,000
Community College (25%)	1,080,000	760,000

TABLE 6-5

AMORTIZATION SCHEDULE (PHASE I)

Year	Principal	Interest	Total
		(Dollar Amounts)	
1967-68	---	43,200	43,200
1968-69	85,000	43,200	128,200
1969-70	90,000	39,800	129,800
1970-71	95,000	36,200	131,200
1971-72	100,000	32,400	132,400
1972-73	105,000	28,400	133,400
1973-74	110,000	24,200	134,200
1974-75	115,000	19,800	134,800
1975-76	120,000	15,200	135,200
1976-77	130,000	10,400	140,400
1977-78	130,000	5,200	135,200
Totals	1,080,000	298,000	1,378,000

TABLE 6-6

AMORTIZATION SCHEDULE (PHASE II)

Year	Principal	Interest	Total
		(Dollar Amounts)	
1972-73	---	30,400	30,400
1973-74	50,000	30,400	80,400
1974-75	55,000	28,400	83,400
1975-76	60,000	26,200	86,200
1976-77	70,000	23,800	93,800
1977-78	75,000	21,000	96,000
1978-79	80,000	18,000	98,000
1979-80	85,000	14,800	99,800
1980-81	90,000	11,400	101,400
1981-82	95,000	7,800	102,800
1982-83	100,000	4,000	104,000
Totals	760,000	216,200	976,200

expenses for such a program includes cost of instruction, materials, and operation and maintenance of the building. The Finance Committee has estimated such a program to cost approximately $1,000 per full-time-equivalent student per year. Based upon the Population Committee report of anticipated enrollment for the proposed community college, the Finance Committee has estimated operating budgets for separate years as shown in Table 6-7. A graphic portrayal of revenue and expenditure is presented in Figure 9.

Estimated Tax Levies

Future demands on the Kishwaukee Community College will partially be determined by the willingness of the taxpayers in the proposed community college district to underwrite the college's educational and building programs.

The Finance Committee has prepared the financial aspects of the feasibility study taking into consideration an educational program as proposed by the Curriculum Committee for the number of students estimated by the Population Committee to study and learn trades and vocations in facilities planned by the Building and Site Committee. Table 6-8 represents quite clearly that it is financially feasible to petition for a community college for the area composed of the eight school districts.

Summary

The Finance Committee began their work on the financial section of their feasibility study with an inquisitive desire

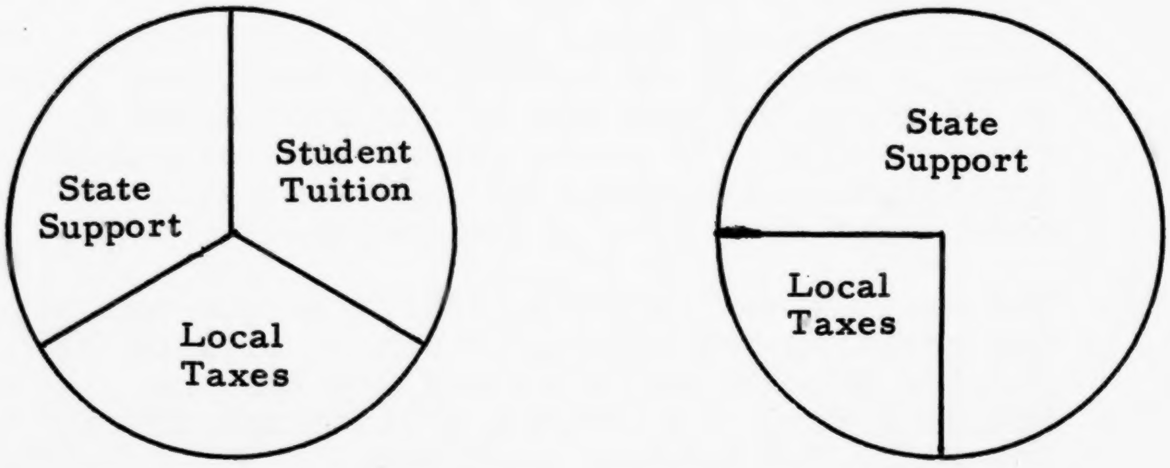
TABLE 6-7

KISHWAUKEE COMMUNITY COLLEGE PROPOSED ANNUAL ESTIMATED OPERATING BUDGETS

Years of Enrollment	No. of Students	Cost per Student	Budget Years 1967-68	1968-69	1972-73	1975-76
			(Dollar Amounts)			
1967-68	400	1,000	400,000			
1968-69	685	1,000		685,000		
1972-73	1,015	1,000			1,015,000	
1975-76	1,300	1,000				1,300,000
Less State Aid		345	138,000	236,325	350,175	448,500
Less Tuition		333	133,200	228,105	337,995	432,900
Net Amount to be had from Mill Levy			128,800	220,570	326,830	418,600
			(Millions of Dollars)			
Assessed Valuation			288.5	294.3	317.2	335.4
Debt Service Requirements			(Dollar Amounts)			
$1,080,000			43,200	128,200	133,400	135,200
760,000			0,000	0,000	30,400	86,200
Totals			43,200	128,200	163,800	221,400
Tax Rates per $100			(Percentages)			
Education			.0445	.0749	.1030	.1250
Bond			.00015	.0435	.0516	.0660
Total			.0446	.1134	.1546	.1910

Figure 9

Sources of Revenue



Operating Expense

Building Costs

TABLE 6-8

TAX LEVIES ON INDIVIDUAL PROPERTIES FOR BUILDING AND OPERATING KISHWAUKEE COMMUNITY COLLEGE

Dollar Valuation		Years			
Actual	Assessed	1967-68*	1968-69*	1972-73	1975-76
		(Levy in Dollars)			
Homes					
10,000	5,500	2,45	6.51	8.50	10.50
20,000	11,000	4.90	13.02	17.00	21.00
40,000	22,000	9.80	26.04	34.00	42.00
60,000	33,000	14.70	39.06	51.00	63.00
Typical Farm (240 acres)					
117,000	64,350	28.70	76.19	99.49	122.91

*During the first year of the college's operation, the college will not be in full operation and the bond levy will be minimal. Second-year operational costs and inclusion of a bond levy will require a higher total levy in 1968-69 than that made in 1967-68.

to learn all of the facts before they were willing to make any kind of a prediction on the financial soundness of the proposed Kishwaukee Community College. The information and facts now gathered and agreed upon are:

1. The assessed valuation of real estate at present and in the foreseeable future is and will be adequate to support a community junior college well within statutory limitations.

2. The total annual cost of a community junior college to the local taxpayer will range from approximately 12¢ to 19¢ per $100 of assessed valuation in its early years of operations. This is based on an initial estimated tax rate of 8¢ for education and 4¢ for debt service requirements. In seven years, the estimated educational rate could be 12½¢, and debt service at that time is estimated to be 6½¢.

3. The maximum tax rates set forth in the ballot for creating the college district will be 10¢ for the Educational Fund and 2½¢ for the Building Fund. No amount will be specified initially for bonding purposes.

CHAPTER 7

STATISTICAL SUPPLEMENT

Survey of High School Juniors and Seniors

A questionnaire designed to assess the present educational status and future plans of the high school youth in the area was administered to all of the juniors and seniors in the eight high schools included in the study. Local school personnel, using standardized procedures, administered the questionnaire to all juniors and seniors present on a specific day. Responses were anonymous. The responses were key-punched on IBM cards and analyzed by a computor. Some of the more pertinent results are shown in the following tables.

TABLE 7-1

NUMBER AND PERCENT OF JUNIORS AND SENIORS AT/IN EACH HIGH SCHOOL THAT COMPLETED QUESTIONNAIRE

High School	Juniors Enrolled	Juniors Returns	Per Cent	Seniors Enrolled	Seniors Returns	Per Cent
DeKalb	306	251	82	279	249	89
Genoa-Kingston	91	59	65	82	64	78
Kirkland	42	40	95	52	45	87
Malta	25	25	100	20	17	85
Rochelle	221	193	87	198	170	86
Shabbona	48	46	96	48	45	94
Sycamore	180	157	87	168	155	92
Waterman	39	36	92	44	37	84
Total	952	807	85	891	782	88

Boys = 399, Girls = 408

Boys = 418, Girls=364

TABLE 7-2

RESIDENCY IN PRESENT SCHOOL DISTRICT

Residency	School Districts								
In Years	DeK	G-K	Kirk	Malta	Roch	Shab	Syc	Watr	All
				(Percentages of Seniors)					
Less than 1	6	2	0	0	2	2	4	3	4
1 to 2	2	6	7	12	5	4	5	6	4
3 to 5	10	17	11	6	11	7	10	6	10
6 to 10	14	16	22	18	18	7	15	8	15
Over 10	67	59	60	65	63	80	67	78	66
				(Percentages of Juniors)					
Less than 1	6	5	5	0	2	7	4	0	4
1 to 2	8	2	5	4	6	7	4	3	6
3 to 5	12	10	18	8	12	7	17	8	13
6 to 10	16	32	20	8	17	24	12	19	17
Over 10	59	51	53	80	63	56	63	69	61

TABLE 7-3

SENIORS ENROLLED IN VARIOUS HIGH SCHOOL CURRICULA

	School Districts								All Districts		
Curricula	DeK	G-K	K	M	R	Sh	Sy	W	Boys	Girls	Both
					(Percentages of Seniors)						
Business	14	39	27	0	14	18	17	16	7	29	17
College Prep	45	44	38	53	35	42	53	51	47	41	44
Shop/Home Ec	5	3	2	6	9	2	8	14	10	3	6
General	33	8	31	35	39	29	19	14	30	27	29
Agriculture	0	3	2	6	2	9	2	3	4	0	2
Other	2	3	0	0	1	0	1	3	2	0	1

TABLE 7-4

SENIORS' PLANS FOR COLLEGE ATTENDANCE

Going	School Districts								All Districts		
to College?	DeK	G-K	K	M	R	Sh	Sy	W	Boys	Girls	Both
					(Percentages of Seniors)						
No	12	28	27	41	15	16	17	30	13	23	17
Probably not	10	5	4	0	11	13	10	3	8	10	9
Probably so	14	13	13	6	13	18	13	5	15	11	13
Yes	56	47	40	53	53	44	55	57	56	49	53
Don't know	8	6	16	0	8	9	6	5	8	7	8

TABLE 7-5

JUNIORS' PLANS FOR COLLEGE ATTENDANCE

Going	School Districts								All Districts		
to College?	DeK	G-K	K	M	R	Sh	Sy	W	Boys	Girls	Both
	(Percentages of Juniors)										
No	8	29	28	12	15	20	15	14	11	17	14
Probably not	10	15	13	16	9	24	10	6	10	12	11
Probably so	21	17	25	32	28	22	25	25	25	23	24
Yes	50	24	23	28	34	20	36	31	38	36	37
Don't know	12	15	13	12	13	15	13	25	15	12	13

TABLE 7-6

CONTINUED EDUCATION COMPARISON GRADUATES FROM LAST THREE YEARS WITH THIS YEAR'S

	School Districts								
Years	DeK	G-K	Kirk	Malta	Roch	Shab	Syc	Watr	All
	(Percentages of Graduates)								
	(Attending Post-High School Institutions)*								
1963	76	44	45	53	71	49	50	39	61
1964	71	40	61	48	63	51	50	46	59
	(Attending Colleges, Universities, Junior Colleges)								
1965	59	37	38	51	51	35	47	45	50
	(Attending Business, Trade and Technical Schools)								
	10	20	14	14	14	22	5	5	12
1965 Total	69	57	52	65	65	57	52	50	62*
	(Percentages of Seniors)								
	(Having "definite" plans for college)								
1966	56	47	40	53	53	44	55	57	53
	(Having "probable" plans for college)								
	14	13	13	6	13	18	13	5	13
1966 Total	70	60	53	59	66	62	68	62	66

*Source: Principals' Reports

TABLE 7-7

SENIORS ENROLLED IN VARIOUS CURRICULA AND THEIR PLANS FOR COLLEGE

High School Curricula	Going to college?				
	No	Probably not	Probably so	Yes	Do not know
	(Percentages of Seniors)				
Business	33	26	20	8	32
College Prep	7	4	26	73	8
Shop/Home Ec	16	12	8	1	10
General	41	49	42	15	46
Agriculture	1	6	3	2	0
Other	1	3	2	0	3

TABLE 7-8

PLANS FOR FIRST YEAR AFTER GRADUATION OF JUNIORS AND SENIORS

Plans	Boys	Girls*	Boys	Girls*
	(Percentages)			
	(Seniors)		(Juniors)	
Work	19	43	14	32
Housewife	0	12	0	10
Military Service	10	1	12	1
Work at Home	2	1	2	1
College	56	49	48	46
Business College	3	10	3	12
Trade/Technical School	6	5	10	11
Nursing School	0	5	0	8
Other	3	2	3	2
Do not know	1	1	8	6

*Percentages for girls total more than 100 since they were permitted more than two choices.

TABLE 7-9

PLANS FOR FIRST YEAR AFTER GRADUATION AND FOR COLLEGE ATTENDANCE OF SENIORS

	Going to college?					Going to college?				
Plans	No	Prob. not	Prob. so	Yes	Do not know	No	Prob. not	Prob. so	Yes	Do not know
	(Percentages of Boys)					(Percentages of Girls)				
Work	40	52	20	4	66	80	86	47	8	81
Housewife						38	28	3	0	11
Military Service	36	32	11	0	19	0	0	5	0	0
Work at Home	8	6	0	0	0	0	1	0	1	0
College	0	0	46	89	0	0	0	57	88	4
Business College	2	0	8	3	0	11	1	15	7	30
Trade/Technical Sch	10	10	11	3	13	9	4	3	1	15
Nursing Sch						9	1	7	3	4
Other	2	0	3	1	3	1	0	0	1	11

*Percentages for girls total more than 100 since they were permitted more than two choices.

TABLE 7-10

PARENTAL ATTITUDE TOWARD COLLEGE ATTENDANCE

Attitude	Boys	Girls	Both	Boys	Girls	Both
			(Percentages)			
		(Juniors)			(Seniors)	
Insist or expect that I go	39	26	32	39	23	32
Want me to, if I want to	51	60	56	50	59	54
Do not care	9	11	10	10	15	13
Do not want me to go	1	2	2	0	2	1

TABLE 7-11

PARENTAL ATTITUDE TOWARD COLLEGE ATTENDANCE AND SENIORS' PLANS FOR COLLEGE

	Going to college?				
Attitude	No	Probably not	Probably so	Yes	Do not know
		(Percentages of Seniors)			
Expect me to go	3	0	27	51	7
Want me to go	54	71	67	45	75
Do not care	39	26	5	3	15
Do not want me to go	4	3	1	0	3

TABLE 7-12

PERCEIVED LEVEL OF FAMILY INCOME AND SENIORS' PLANS FOR COLLEGE

	Going to college?					
Level of Income	No	Prob. not	Prob. so	Yes	Do not know	All
		(Percentages of Seniors)				
Financial difficulty	3	3	3	1	5	2
Sometimes have difficulty	4	1	4	1	3	3
Necessities but not luxuries	16	13	13	11	12	12
Comfortable, not well-to-do	63	69	58	68	64	65
Well-to-do	13	14	21	17	15	17
Wealthy	0	0	2	1	0	1

TABLE 7-13

SENIORS NOT PLANNING TO ATTEND COLLEGE BUT WOULD IF HAD MORE MONEY

Would go if had more money?	Boys	Girls	Both
	(Percentages of Seniors)		
Yes	12	14	13
Maybe	28	28	28
No	59	59	59

Note: 73% of senior boys and 64% of senior girls indicated that they worked part time.

TABLE 7-14

OCCUPATIONAL ASPIRATIONS EXPRESSED BY JUNIORS AND SENIORS

Occupation	Boys	Girls	Both	Boys	Girls	Both
	(Percentages of Juniors)			(Percentages of Seniors)		
Professional (Other than nursing)	30	33	32	34	34	34
Nursing (including practical)		7	4		7	3
Military Service	1		0.5	3		2
Office-clerical-secretarial	2	21	11	3	22	12
Housewife		12	6		14	6
Electricity or electronics	7		3	4		2
Selling-salesman-waitress	2		0.5	1	1	1
Drafting or building trades	4		2	4		2
Mechanics or machine shop	4		2	5		3
Agriculture and related	10	0.5	5	9	1	5
Factory foreman or worker	2	1	2	3		2
Airline pilot or hostess	2	3	3	1	2	2
Art (including commercial)	1	3	2	0.5	3	2
Run own business	3		1	4		2
Laboratory technician	1	3	2	0.5	2	1
Beautician or barber		6	3	0.5	6	3
Religious worker	1	2	1	1		0.5
Dancer, model, entertainer	0.5	1	0.5	1	1	1
Miscellaneous	16	1	9	17	1	9
Do not know	3	2	2	2	2	2
No response	10	3	6	6	4	5

TABLE 7-15

FIELDS OF INTEREST FOR ADVANCED STUDY

Field of Study	Boys	Girls	Both	with plans for college
	(Percentages of Seniors)			
Liberal Arts	19	19	19	28
Engineering	8	0	4	6
Business Administration	5	1	3	4
Teaching	5	22	13	19
Medicine and related	3	3	3	4
Nursing	0	6	3	3
Agriculture and related	6	0	3	4
Architecture	2	0	1	1
Mortuary Science	1	0	0.5	0.5
Accounting	5	2	3	4
General Business	5	7	6	7
Retailing	0	1	1	0.5
Secretarial-Clerical	0	6	3	2
Laboratory Technician	0	1	0.5	0
Mechanical Technology	2	0	1	0.5
Drafting, Design Technology	1	0	1	0.5
Electronic Technology	4	0	2	2
Machine Shop-Tool & Die	1	0	0.5	0
Other Skilled Trades	2	0	1	0.5
Beautician/Barber	0.5	6	3	0.5
Miscellaneous	12	4	8	5
Do not know	2	1	2	2
No Response	18	22	20	6

TABLE 7-16

SPECIFIC FIELDS OF STUDY MENTIONED MOST OFTEN BY JUNIORS AND SENIORS INDICATING INTERESTED IN ADVANCED TECHNICAL STUDY

Field of Study	Students Interested in Advanced Study	
	(Percentages)	
	(Juniors)	(Seniors)
Liberal Arts	15	12
Engineering	4	2
Business Administration	1	3
Teaching	4	8
Medicine and related	4	4
Nursing	2	2
Agriculture	4	4
Accounting	0	4
General Business	7	6
Secretarial-Clerical	4	2
Electronic Technology	4	3
Beautician/Barber	4	3

Number of Juniors = 634, Number of Seniors = 563

TABLE 7-17

PLANS FOR COLLEGE AND INTEREST IN ADVANCED BUSINESS, TRADE OR TECHNICAL TRAINING 15-20 MILES OF HOME

Interested in Advanced Business, Trade or Tech Trng?	Going to college?					
	No	Probably not	Probably so	Yes	Do not know	All
		(Percentages of Seniors)				
Boys--						
Yes	27	28	71	41	63	45
Maybe	35	44	24	31	31	32
No	37	18	5	38	6	23
Girls--						
Yes	27	54	53	34	48	37
Maybe	37	34	30	25	33	30
No	37	11	18	41	19	33
Juniors and Seniors-	Boys	Girls	Both	Boys	Girls	Both
			(Percentages)			
		(Juniors)			(Seniors)	
Yes	43	39	41	45	37	42
Maybe	43	33	38	32	30	31
No	13	29	21	23	33	28

Tables 7-18 through 7-22 present the responses of the seniors to a series of questions which were to be answered only by those who did not have "definite" or "probable" plans for attending college. These responses represent 265 seniors, or 34% of the total. (29% of the boys and 40% of the girls)

TABLE 7-18

EDUCATION OF INTEREST TO SENIORS NOT PLANNING TO ATTEND COLLEGE

Kind of Education or Training	Boys	Girls	Both
	(Percentages of Seniors)		
Technical, Business, or Trade	64	67	66
First 2 Years of College	10	4	7
None of the above	26	29	28

TABLE 7-19

EDUCATION OR TRAINING OF GREATEST INTEREST TO SENIORS

Kind of Education or Training	Boys	Girls	Both
	(Percentages of Seniors)		
Post-Graduate High School at night	1	2	2
Military Service	35	2	17
On-the-Job	27	43	36
Apprenticeship	18	12	15
Correspondence courses	2	1	2
Adult Education classes	2	2	2
None of the above	15	37	27

TABLE 7-20

MOST IMPORTANT REASONS FOR NOT GOING TO COLLEGE

Reasons for Non-Attendance	Boys	Girls	Both
	(Percentages of Seniors)		
Tired of School	6	6	6
Want to work	8	19	14
College too expensive	6	14	10
Want to get married	1	19	11
Parents object	1	1	1
Military Service	22	0	10
College is waste of time	2	1	1
Cannot make good grades	34	15	24
None of the above	18	25	22

TABLE 7-21

WOULD CHANGE PLANS IF THEY HAD MORE MONEY?

Would change plans?	Boys	Girls	Both
	(Percentages of Seniors)		
Yes	12	14	13
Maybe	28	28	28
No	59	59	59

TABLE 7-22

WOULD CHANGE PLANS IF THEY COULD MEET JUNIOR COLLEGE ENTRANCE REQUIREMENTS?

Would change plans?	Boys	Girls	Both
	(Percentages of Seniors)		
Yes	27	24	25
Maybe	40	34	37
No	33	43	38

Survey of Business and Industry

A questionnaire designed to provide information regarding: 1) employment opportunities, 2) types of training available and 3) types of training needed in the area was distributed to employers by the Survey Committee. The survey instrument was distributed personally by the committee members to 40 of the larger firms and mailed to an additional 850 employers. A total of 182 usuable questionnaires were returned. The number of employees reported by these totaled 12,158.

TABLE 7-23

QUESTIONNAIRE RESPONDENTS BY SIZE OF ORGANIZATION

Number of Employees	Number of Respondents
1-25	128
26-50	18
51-100	13
101-500	18
Over-500	5
	182

TABLE 7-24

RESPONDENTS AND EMPLOYEES BY TYPE OF BUSINESS

Type of Business	Number of Respondents	Total Employees	DeKalb Area Employees October, 1965** Number	Type
Manufacturing and Processing	32	9,168	22,300	Non-Agric
Non-Manufacturing	123	2,840	2,275	Agricultural
Agricultural	27	150*		
Totals	182	12,158	24,575	

*An additional 130 agricultural workers were reported by employers in the other categories.

**Source: Illinois Department of Labor, Bureau of Employment Security

TABLE 7-25

EMPLOYEES REPORTED IN VARIOUS CLASSIFICATIONS

Classification	Men	Women	Total
	(Percentage of Employees)		
Professional, Technical, Managerial	13	7	11
Clerical, Sales	9	29	15
Foremen, Leadmen, et cetera	8	1	6
Skilled and Semi-skilled Labor	37	20	32
Unskilled Labor	30	43	34
Agricultural	3	0	2
Total Percentages of Employees	100.	100	100
Total Numbers of Employees	8,533	3,625	12,158

TABLE 7-26

ESTIMATED NUMBER OF NEW EMPLOYEES HIRED ANNUALLY IN EACH CLASSIFICATION

Classification	Men	Women	Total
	(Percentage of Employees)		
Professional, Technical, Managerial	7	5	6
Clerical, Sales	6	20	10
Foreman, et cetera	4	1	3
Skilled and Semi-skilled Labor	37	10	29
Unskilled	42	64	49
Agricultural	4	0	3
Total Percentages of Employees (New)	100	100	100
Total Numbers of Employees (New)	2,500	1,000	3,500

TABLE 7-27

EMPLOYERS WITH TRAINING PROGRAM AND BELIEVE JUNIOR COLLEGE COULD SUPPLEMENT IT

Type of Business	Training Program?			Could Supplement?		
	Yes	No	No Response	Yes	No	No Response
	(Percentages of Employers)					
Manufacturing	75	22	3	67	27	4
Non-Manufacturing	49	49	2	60	32	8
Agricultural	22	67	11	50	50	0

TABLE 7-28

EMPLOYERS' NEED FOR JUNIOR COLLEGE GRADUATES IN SPECIFIED AREAS

	Areas of Employment					
Type of Business	Engr	Admn	Sales	Office	Skilled	Semi-Skilled
	(Percentages of Employers' Need)					
Manufacturing	44	25	47	72	65	69
Non-Manufacturing	11	21	42	51	29	19
Agricultural	4	4	15	19	4	26

TABLE 7-29

RESPONSES TO QUESTION: "TO WHAT EXTENT DO EXISTING FACILITIES IN AREA MEET EDUCATIONAL AND TRAINING NEEDS FOR EMPLOYEES OF YOUR COMPANY OR ORGANIZATION?"

	Extent that Facilities Meet Need			
Type of Business	Excellent	Fair	Poor	No Response
Manufacturing	3	44	47	6
Non-Manufacturing	12	46	36	6
Agricultural	11	37	19	33
Total Group	10	45	35	10

TABLE 7-30

MANUFACTURERS RECOMMENDING JUNIOR COLLEGE COURSES FOR THEIR PERSONNEL, THEIR ESTIMATE OF ADEQUACY IN LABOR SUPPLY AND PREFERRED TRAINING LEVEL

Courses Manufacturers Recommended	Total	Labor Supply			Preferred Level			
		Sur-plus	Ade-quate	Scarce	H S or Less	Voc or Tech	2-Yr Jr College	4-Yr College
Business:								
Acc't, Bkkpg	22	0	6	18	0	4	13	9
Clerical Prac	13	0	3	10	3	4	7	0
Data Process	10	0	1	9	0	4	6	2
Ofc Mgnt	8	0	2	6	0	0	5	3
Secretarial Sci	18	0	1	17	3	3	12	0
Business Machines	16	0	4	12	3	8	6	0
Trade, Industrial:								
Electric Machines	10	0	0	10	0	9	3	0
Metal Fabrication	12	0	0	12	1	10	2	0
Tool and Die	12	0	1	11	0	9	4	1
Welding	15	0	0	15	3	14	1	0
Factory Mgnt	14	0	3	11	0	1	10	5
Technical:								
Drafting	16	0	5	11	0	7	9	4
Electrical Power	6	1	0	5	2	4	5	0
Electronics	9	0	0	8	1	4	4	2
Industrial Engr	15	0	2	12	0	1	7	9
Mechanical Engr	14	0	2	12	0	4	3	8
Metallurgy	6	0	1	5	0	1	0	5

TABLE 7-31

NON-MANUFACTURING FIRMS RECOMMENDING JUNIOR COLLEGE COURSES FOR THEIR PERSONNEL, THEIR ESTIMATE OF ADEQUACY IN LABOR SUPPLY AND PREFERRED TRAINING LEVEL

Courses Non-Manufacturers Recommended	Total	Labor Supply			Preferred Level			
		Surplus	Adequate	Scarce	H S or Less	Voc or Tech	2-Yr Jr College	4-Yr College
Agriculture:								
Agri Business	11	0	3	8	0	2	6	3
Crop Prod	7	0	2	5	0	3	5	1
Art:								
Graphic	7	0	1	6	0	3	3	1
Commercial	5	0	0	5	0	1	3	1
Business:								
Acc't, Bkkpg	66	1	20	44	5	15	40	5
Advertising	23	1	4	17	0	1	16	5
Clerical Prac	20	0	3	17	6	9	9	0
Data Process	10	0	1	9	0	3	5	4
Insurance	14	0	2	11	1	3	7	1
Ofc Mgnt	25	0	4	20	0	3	13	7
Store Mgnt	17	1	4	10	0	2	9	3
Small Bus Mgnt	28	1	5	19	0	2	18	6
Merchandising	24	1	2	17	0	6	15	3
Real Estate	9	0	5	3	0	1	4	2
Secretarial Sci	24	0	3	19	3	11	11	0
Business Machines	29	0	8	20	4	14	8	1
Trade, Industrial:								
Automotive Mech	19	0	0	17	0	12	4	0
Auto Body Repair	10	0	0	9	0	7	1	0
Carpentry	11	0	1	9	0	9	1	0
Farm Machines	9	0	0	9	1	6	4	0
Welding	12	0	0	12	0	9	3	0
Technical:								
Air Cond, Refrig	9	0	1	7	0	4	4	0
Drafting	12	1	3	7	0	4	7	2
Electrical Power	6	1	0	5	0	2	3	1
Electronics	7	1	1	4	0	2	3	2
Health:								
Nursing	5	0	2	3	0	2	2	3
Medical Tech	4	0	1	2	0	3	4	2

TABLE 7-32

AGRICULTURAL FIRMS RECOMMENDING JUNIOR COLLEGE COURSES FOR THEIR PERSONNEL, THEIR ESTIMATE OF ADEQUACY IN LABOR SUPPLY AND PREFERRED TRAINING LEVEL

Courses Firms Recommended	Total	Labor Supply Sur-plus	 Ade-quate	 Scarce	Preferred Level H S or Less	 Voc or Tech	 2-Yr Jr College	 4-Yr College
Agricultural:								
Agri Business	16	0	2	11	1	3	8	6
Animal Prod	14	0	0	11	1	7	6	1
Crop Prod	18	0	3	11	2	8	9	3
Business:								
Acc't, Bkkpg	9	0	2	3	1	2	6	2
Trade, Industrial:								
Welding	5	0	2	3	0	4	0	0

TABLE 7-33

SUMMARY OF TOTAL NUMBER OF RESPONDENTS' RECOMMENDATIONS

Types of Courses Recommended	Total Number of Respondents
Agriculture	83
Art	19
Business	403
Trade and Industrial	187
Health	22
Technical	134
Miscellaneous	57
Refresher	132

Finance Committee

Curriculum Committee

Building and Sites Committee

Public Relations Committee